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Washington, D.C. 20202-5335

APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140091 P015B140091

Univ of Michigan/Regents

SEA

OMB Number: 4040-0004

Expiration Date: 8/31/2016

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: The Regents of the University of Michigan

* b. Employer/Taxpayer Identification Number (EIN/TIN):

38-6006309

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MI: Michigan

Province:

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USA: UNITED STATES

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Department Name:

Ctr for SE Asian Studies

Division Name:

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

US Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A 84.015B

CFDA Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

* 12. Funding Opportunity Number:

ED-GRANTS-053014-001 ED-GRANTS-053014002

* Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

13. Competition Identification Number:

84.015A and 84.015B

Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts If needed.

[Add Attachment](#)[Delete Attachment](#)[View Attachment](#)**17. Proposed Project:*** a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="630,246.00"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="630,246.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☒ a. This application was made available to the State under the Executive Order 12372 Process for review on☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes☒ No

If "Yes", provide explanation and attach

[Add Attachment](#)[Delete Attachment](#)[View Attachment](#)

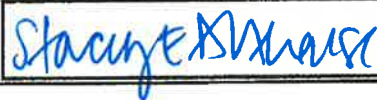
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an Internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email:

* Signature of Authorized Representative:



* Date Signed:



**U.S. Department of Education
Supplemental Information for the SF-424**

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County:

* State: * Zip Code: Country:

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* Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.



UNIVERSITY OF MICHIGAN
CENTER FOR SOUTHEAST ASIAN STUDIES
A MEMBER OF THE INTERNATIONAL INSTITUTE

A proposal for designation and funding as a Title VI
comprehensive National Resource Center in Southeast Asian Studies
and for Foreign Language and Area Studies Fellowships

for the period August 15, 2014 through August 14, 2018

Presented to the U.S. Department of Education
Higher Education Act of 1965, Section 602 of Title VI
CFDA No. 84.015 A & B

Date of Application: June 30, 2014

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THE UNIVERSITY OF MICHIGAN
CENTER FOR SOUTHEAST ASIAN STUDIES

EXECUTIVE SUMMARY

The University of Michigan (U-M) has been engaged in Southeast Asia (SEA) since the 1880s and maintains a strong institutional commitment to SEA Studies (SEAS). The Center for Southeast Asian Studies (CSEAS) was founded in 1961 and has been a Title VI NRC with FLAS awards since 1964. We have graduated 220 MAs in SEAS and 450 PhD students in the past 50 years, many of whom have gone on to leadership roles in academia (including at other Title VI SEA NRCs), government, business, and non-profits. Showing a marked increase over the last four years, today CSEAS has 36 non-language faculty (32 tenured or tenure-track) and 4 language faculty in 12 liberal arts departments and 10 professional schools, working on all countries of SEA (except Brunei); 10 additional faculty have occasional or emergent professional activity in the region. Interest in SEA has increased despite the long period of budgetary constraints suffered by our state and university.

We prioritize increasing language enrollments for our courses in Filipino, Indonesian, Thai, and Vietnamese (beginning, intermediate, and advanced for each). Though Indonesian and Thai lack heritage-students to support enrollment, this is more than balanced by students' attraction to our faculty strength, with emphasis on our growing prominence in Thai Studies. CSEAS also belongs to the SEA Studies Summer Institute (SEASSI) and 5 other language consortia.

CSEAS administers an MA degree in SEAS, an MA/MBA, a dual degree MA in SEAS/Public Policy, and a Graduate Certificate in SEAS available to PhD and professional MA students. Some 50 non-language SEA area courses are offered in 10 disciplines and 6 professional schools. The center reaches out to SEA focused students and faculty in departments throughout the university as well as helps support SEA student groups on campus.

Our faculty are distinguished scholars in their own disciplines and participate actively in CSEAS and in service to broader constituencies, including the higher education and K-14 communities, NGOs, government agencies, and businesses, as well as the general public. Research collaborations and student and faculty exchanges have been established with many institutions in SEA, and CSEAS routinely brings SEA scholars to campus.

During the 2014-18 period, we will introduce exciting collaborations with the Schools of Nursing, Public Health, and Natural Resources and the Environment. This is part of a broader effort to explore ways of integrating SEA content into professional and disciplinary curricula, as well as into emerging multidisciplinary thematic faculty research clusters (such as those in sustainability, global health, religious studies, and performance studies).

In outreach, CSEAS collaborates with the School of Education and other Title VI NRCs on the World History Initiative directed at Michigan K-12 school teachers to help them meet the state's curricular standards. Our new collaboration with the Department of Music Education MA program will help bring global culture into K-12 classrooms. Connections with community colleges and MSIs will strengthen and increase through our partnership with the Midwest Institute for International/Intercultural Education. We are also making extensive use of technology to "share" our courses with other institutions, and provide public web access to a wide variety of CSEAS-produced or supported products, including library resources and virtual museum exhibits. Our SEA Library's many academic-sharing and other collaborative activities are enhanced by the rapid digitization of the U-M Libraries through our partnership with Google.

U-M recognizes the importance of its language programs and area centers in its efforts to maintain and further its status as a global, progressive, and relevant university. Title VI funding plays a critical role in enabling CSEAS to leverage our established institutional resources and individual faculty expertise for the benefit of a wider public.

UNIVERSITY OF MICHIGAN
CENTER FOR SOUTHEAST ASIAN STUDIES
ACRONYM LIST

ACRONYM	DEFINITION
ACTFL	American Council on the Teaching of Foreign Languages
ALC	Department of Asian Languages and Cultures, University of Michigan
CGIS	Center for Global and Intercultural Study
CIC	Committee on Institutional Cooperation
CORMOSEA	Committee on Research Materials on Southeast Asia
COTI	Consortium for the Teaching of Indonesian
CRLT	Center for Research on Learning and Teaching
CSEAS	Center for Southeast Asian Studies, University of Michigan
ELF	Experiential Learning Fund
II	International Institute, University of Michigan
ISP	Islamic Studies Program
ISVC	Islamic Studies Virtual Curriculum
LRC	Language Resource Center
LSA	College of Literature, Science and the Arts, University of Michigan
MIIE	Midwest Institute for International/Intercultural Education
NEH	National Endowment for the Humanities
OVPR	Office of the Vice President for Research
PICS	Program in International & Comparative Studies
RGS	Rackham Graduate School, University of Michigan
SEA	Southeast Asia
SEAM	Southeast Asia Microform Project
SEAR	Southeast Asia Research Group
SEAS	Southeast Asian Studies
SEASSI	Southeast Asian Studies Summer Institute, University of Wisconsin-Madison
U-M	University of Michigan
U-ML	University of Michigan Libraries
U-ML-SEAD	University of Michigan Libraries, Southeast Asian Division
UPR	University of Puerto Rico – Rio Piedras
UROP	Undergraduate Research Opportunity Program
USIPP	United States-Indonesia Partnership Project
WHaLI	World History and Literature Initiative
WHI	World History Initiative

UNIVERSITY OF MICHIGAN
CENTER FOR SOUTHEAST ASIAN STUDIES

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1. Commitment to the Subject Area

1.A.1. Support for CSEAS and SEA Programs: U-M has been engaged in Southeast Asia (SEA) since the 1880s. In partnership with the Center for Southeast Asian Studies (CSEAS) the University of Michigan's (U-M) administration has dramatically ratcheted up the strength of Southeast Asian Studies (SEAS) here. U-M houses 50 SEA faculty affiliates and 4 SEA languages, gives more than three-quarters of a million dollars in annual library spending on SEA, and counts some 2,500 alumni in SEA. U-M currently provides CSEAS with 3 private offices (director, administrator, and student services coordinator) and access to campus spaces for programming and exhibitions. U-M is currently planning an extensive renovation of another building on campus for CSEAS and the rest of the International Institute (II) with state of the art offices, lecture halls, and rooms with distance learning capabilities. Along with improved physical space, U-M has instituted a more centralized shared services staffing model to make administration more lean and efficient.

The II gives salary support for 100% of a 1.0 FTE manager who supervises the CSEAS and student services staff, 75% of a 1.0 FTE shared student services coordinator, and 50% of 1.0 FTE program administrator for CSEAS. These three salary contributions, with fringes, total \$159,220. U-M also compensates a faculty member to serve as CSEAS director. We utilize U-M support staff specializing in information technology (who record and digitally archive our lecture series and other special events), human resources, accounting and finance, and marketing and communications. Other U-M staff supports our capability to offer language courses via distance learning to students at other universities.

In addition U-M's Alumni Relations and Development offices provide us with staff support, and together we work to grow the funding base for CSEAS activities. We have several funds and

endowments (see table), and an ever-widening domestic and international donor base.

Endowments and Initiatives	Founded	Supports activities
Graduate Student Support	2005	Research, travel, scholarships
Undergraduate Student Support	2005	Travel, scholarships
Viravan Thai Studies Endowment	2007	Faculty/student research, travel, events, conferences
Philippine Studies Endowment	2007	Events, conferences on the Philippines
Indonesian Studies Initiative	2008	Events, conferences on Indonesia
Javanese Gamelan Endowment	2010	Concerts, instrument upkeep, visiting instructors
Indonesian Language Endowment	2011	Language scholarships
Philippine Language Fund	2011	Language scholarships
Thai Language Endowment	2011	Language scholarships
Miller-Tran Endowment for Vietnamese Language	2012	Language scholarships

Institutional commitment to area studies is also exemplified by administration's efforts to secure grants from the Andrew W. Mellon Foundation to help support LCTL instruction and other initiatives put at risk by cuts in NRC funding and the reduced university budget due to the state's economic crisis. In June 2012, the II received a three-year Mellon grant totaling \$750,000 that allowed us to continue teaching courses in priority SEA languages.

1.A.2. Teaching staff: CSEAS now has more faculty affiliates in more units than ever before (see Appx. II). U-M funds the faculty salaries of 46 non-language SEA faculty (39 tenured or tenure-track). Their direct annual salary cost factored by the portion of their time spent on SEA is around \$2.2 million (includes fringes). In the last four years, U-M has hired 7 new SEA faculty and is in the process of securing a named Chair in Thai Buddhist Studies, a new professorship in the Department of Asian Languages and Cultures (ALC). U-M continues its traditional SEA strengths in the humanities, but trends in hiring and tenure have made SEA within the social sciences and professional schools one of U-M's core assets. We are leveraging this by expanding offerings for students in professional schools and the social sciences and by further integrating SEA into the research and teaching of faculty across the disciplines.

Currently, ALC funds the Indonesian language lecturer's salary and partial salaries of the

Filipino (Tagalog), Vietnamese, and Thai language lecturers, for an annual total of \$153,892 (includes fringes). After negotiation, four years ago, ALC committed to 100% of the Indonesian lecturer's salary, up from 60%. ALC has now agreed to increase funding of the Thai lecturer's salary from 60% to 100%. Further support for the language faculty comes in the form of the Language Resource Center (LRC), which has been relocated to a new, state-of-the-art building shared with a globally focused residence hall, integrating language learning more closely with other global learning experiences (for more on the LRC see p. 20).

Various programs at U-M partially or fully fund SEA faculty visitors to teach SEA courses, bringing in 4 faculty visitors from SEA since 2010. Departments, schools and institutes around U-M also regularly fund faculty research, travel to SEA, and faculty-organized conferences.

1.A.3. Library resources: U-M is home to extensive SEA collections. U-M provides \$764,000 in annual funding for our SEA library, including a specialized librarian, assistants, and acquisitions. U-M also funds the SEA museum collections, including curator and staff.

1.A.4. Linkages with Institutions Abroad: The center and its faculty maintain numerous linkages with institutions in SEA involving memoranda of understanding, faculty and student exchanges, joint conferences, and research projects. CSEAS continues to enhance those links and develop new ones through faculty initiatives. With university support, we have developed an innovative study abroad program with three Indonesian and two U.S. universities that brings together Indonesian and American undergraduates on trips to Indonesia and the U.S. during the summer. The U-M Vice Provost of Global and Engaged Education, the II's Experiential Learning Fund (ELF), and a grant from the Luce Foundation support CSEAS participation in the U.S.-Indonesia Partnership Project (USIPP), a higher education consortium convened in 2009 by the Institute for International Education. We are quite active in USIPP and have sent three faculty to the USIPP

meeting this summer to explore collaborative research opportunities in Indonesia. These faculty did not consider themselves to be Southeast Asianists, but they now are invested in the region and are working closely with CSEAS. In addition, we are currently developing collaborative student and faculty endeavors at Prince of Songkla University (Thailand) and Denpasar Polytechnic Institute of Health (Indonesia). In cooperation with the School of Oriental and African Studies, we are leaders in developing an official Shan transliteration system.

Along with CSEAS efforts, various U-M units fund institutional collaborations. U-M's Center for Global and Intercultural Studies (CGIS) maintains 5 formal study abroad programs, and many faculty are involved in collaborative projects. Examples are listed in the table below.

Examples of U-M Department and Faculty Linkages with Southeast Asia	
School/Department	SEA institution
Architecture and Urban Planning	StudioMake (Bangkok), University of Indonesia
Business	Nanyang Technological University (Singapore)
CSEAS	Indonesian Institute of Arts (Bandung, Surakarta and Yogyakarta campuses), Gadjah Mada University, University of Indonesia, Airlangga University, Denpasar Polytechnic Institute of Health (Indonesia), University of the Philippines Diliman
Engineering	Chiang Mai University, Chulalongkorn University (Thailand); Nanyang Technological University (Singapore)
Nursing	Chiang Mai University, Mahidol University, Praboromarachanok Institute for Health Workforce Development; Suranaree University of Technology, Ministry of Public Health (Thailand); American College of Nurse-Midwives (Cambodia)
Public Health	Chulalongkorn University, Prince of Songkla University (Thailand)
Social Work	National University of Singapore, Institute for Population and Social Research, Mahidol University (Thailand)

We have hosted multiple visitors from SEA institutions in the past five years, and we regularly connect with local institutions that host our study abroad programs. We also have linkages with the U-M Alumni Association chapters in Singapore, Malaysia and Thailand (totaling around 2,500 alumni). Importantly, this summer U-M will be sending a high-level delegation including the Chair of the Board of Regents and Chair of ALC to Thailand.

1.A.5. Outreach Activities: Last year U-M provided over \$39,150 of co-sponsorship monies toward CSEAS' outreach activities. In addition, U-M funded 50% of the salary of our program and outreach coordinator, provided facilities for outreach events, and provided in-kind support, particularly the professional expertise and K-12 linkages of faculty and staff at our School of Education. Our faculty regularly contribute their time to CSEAS outreach programs and are responsive to U.S. and SEA media, business, non-profit and other professional organizations which seek expertise (see p. 36). U-M also supports SEA-related initiatives of CSEAS faculty and staff. For instance, in cooperation with the Philippine Government, the U-M Library's microfilm collection of Manuel Quezon papers was included in UNESCO's Memory of the World Project. SEA Bibliographer F. Susan Go worked with the Library of Congress Jakarta office to assist with library digitization in Indonesia and develop an internship for MA students in Information Science. She travelled to the National University of Singapore to speak to them on the specificities of building an indigenous language collection. We also partner with U-M student organizations to stage SEA cultural festivals and plan to assist them in making presentations on their countries at K-12 venues in Michigan.

1.A.6. Support for Qualified Students in Related Fields: There are substantial resources for students to do research and travel in SEA, from research awards to overseas programs. CSEAS engages in an annual fund-raising campaign, and the U-M President's office has provided endowment matches for graduate student support and for study abroad funds. CSEAS donors (including U-M staff, faculty, and alumni) fund undergraduate language scholarships and graduate student fellowships, and raising funds for student support remains one of our chief development priorities. U-M supports students in other ways as well. For example, CGIS coordinates the ability of dozens of our students to study abroad in SEA each year (see p. 11).

1.B. Financial Support for Students in SEA Studies: Graduate student support is provided by U-M's Rackham Graduate School (RGS), II, and individual departments and professional schools through fellowships (including tuition matches for FLAS recipients) and teaching assistantships that cover full tuition (out-of-state rates are \$39,604 per year), a \$15,000 stipend, and fringe benefits. II provides staff support for Fulbright-Hays and other external fellowships as well as funding for competitive individual fellowships for student internships and research abroad. In 2013-14, 8 SEA graduate students received these II awards for a total of \$14,000, while 10 PhD students received RGS research awards totaling nearly \$40,000. Total U-M support in 2012-13 for graduate students focusing on Southeast Asian Studies, excluding funds from CSEAS and from the II, equaled \$1,404,399, including health insurance.

2. Quality of Curriculum Design

2.A.1. SEAS for Undergraduates: Students interested in SEA have multiple options at U-M. ALC offers 3 programs focused on SEA: 1) SEAS minor without language, 2) SEA Languages minor with advanced language proficiency, and 3) SEAS concentration with 30 credits and 2 years of language. The Program for International and Comparative Studies (PICS) offers both a major concentration, requiring a language/area focus, and a minor. The PICS minor with a SEA focus requires completion of 6 terms of language study in a SEA language. The Ford School of Public Policy has an undergraduate interdisciplinary major in international policy that allows for a SEA focus. The College of Engineering has an international minor requiring interdisciplinary course work, language, and internship abroad for which several of our courses are approved as options. U-M undergraduates may also pursue SEA area studies through the interdisciplinary and cross-regional Academic Minor in Islamic Studies (a minimum of 16 credits including four courses on Islam in at least two world cultures, with SEA a prominent region of choice).

U-M students also may take SEA-related courses through distance learning if they are engaged in Islamic Studies. In December 2013, U-M was awarded a \$3 million Mellon grant to establish the Islamic Studies Virtual Curriculum (ISVC) among the 15 member universities of the Committee on Institutional Cooperation (CIC). This consortium will aggregate courses currently scattered across member schools, making it possible to offer a broader curriculum in Global Islamic Studies than any one campus can. U-M's Islamic Studies Program (ISP) will administer this five-year program and plans to make available over a dozen undergraduate courses in a range of disciplines, including those courses with SEA content. ISVC is expected to have a significant impact given the large number of undergraduate students (385,000) enrolled in CIC schools and the growing interest in Global Islamic Studies.

Beyond these formal programs, students may focus on SEA in a number of departmental majors and fulfill requirements with SEA area courses across U-M disciplines (see Appx. I). To support student learning across all departments, we offer faculty curricular development grants to encourage non-SEA specialists to integrate SEA content into courses in the undergraduate curriculum. Students with SEA interests may also partner with our faculty under the Undergraduate Research Opportunities Program (UROP). For example, since 2011, over 20 students have conducted research relating to SEA elections under Allen Hicken's supervision (Political Science). In this new grant period, we will work with UROP on their summer community college research program that places community college transfer students in research programs prior to their first enrolled semester at U-M (see p. 33).

2.A2. Undergraduate Requirements: U-M undergraduate majors are designed to supply students with depth and breadth of knowledge in their field, and credit requirements are designed to achieve this goal (see above). Each formal degree program has its own requirements, but area

studies students in different disciplines must take courses related to their region. Language requirements vary throughout the university (see above). Importantly, students with SEA interest often study language during the summer as well as take advanced courses due to the difficulty of particular languages (especially those that do not use the Roman alphabet).

2.A.3. SEAS for Graduate Students: U-M remains a premier institution for pursuing MA and doctoral studies on SEA across a wide variety fields. Currently 52 SEA-focused students are enrolled in doctoral programs in 13 departments and 11 professional schools, with concentrations in our traditional strengths: Anthropology, Asian Languages and Cultures, Business, History, Musicology, Political Science and Sociology, but also students in newer areas of focus for us, such as Economics, Information Science, Natural Resources and Environment, Nursing, Public Health, Public Policy, and Urban Planning. Our doctoral students routinely receive Fulbright, Fulbright-Hays, and other nationally competitive fellowships (see p. 12). Since 2011, U-M has granted 16 SEA-focused PhDs. 10 of these new SEA experts received academic jobs, mostly in tenure-track positions; 1 entered the secondary education field; and 2 joined the private sector.

The interdisciplinary CSEAS MA in SEA Studies requires a 2 year minimum of SEA language study (though nearly all students graduate with advanced language competence of 3 years or more), 25 credit hours of SEA area courses, and a thesis. Students are required in their first semester to take SEAS 501 *Introduction to SEAS*, in which CSEAS faculty guest-lecture about their respective disciplines, giving students a multidisciplinary, multi-country view of the region as a whole and introducing them to our faculty. The course is also open to graduate students from other programs, including those from professional schools. Our second required course, SEAS 502, prepares CSEAS MA students for their thesis through discussions on research methodology, theoretical framing, and approaches to writing.

MA programs are reviewed by RGS every 4 years. Our last review, in 2010-11, demonstrated that the CSEAS director has been very engaged in the success of our graduate students, and that our reputation as an excellent program for language and area studies training allows us to be selective in our admissions decisions. One suggestion from RGS was that we facilitate a stronger sense of community among students, and we responded by assisting the student-organized Southeast Asia Research Group and other organizations in holding events. We will collaborate with RGS on another review in AY 2014-15.

Our dual-degrees include an MA/MBA, an MA in Public Policy, and student-initiated dual degree programs, which so far have combined the CSEAS MA with degrees in Law, Natural Resources and the Environment, Public Health, and Social Work. MA-level professional school students not in the CEAS MA or dual degree programs and PhD students from all disciplines who take sufficient SEA area and language courses can earn our Graduate Certificate in SEA Studies. Building on its undergraduate minor in Islamic Studies (see p. 7), ISP will introduce a Graduate Certificate in Islamic Studies in 2016-17 that will enable students enrolled in other U-M graduate programs to develop interdisciplinary and cross-regional expertise on Islam.

To enhance our students' intellectual experience and increase their connections with SEA scholars from around the world, CSEAS will fund occasional graduate student workshops with guest lecturers, working with graduate student groups to choose appropriate invited guests. U-M enrollment includes over 500 SEA-national students in addition to heritage students, and these students form organizations, put on cultural shows, and attend our events and lectures regularly. We support these and other student groups that organize academic and cultural events regarding SEA, all of which contributes to a broader and richer campus experience.

2.A.4. Graduate Student Training and Requirements: The requirements for specific programs are

listed above and are rigorous and demanding, especially as concerns doctoral students. The majority of SEA-focused graduate students continue language study beyond requirements, and most find funding through internal and external sources to travel to SEA.

2.A.5. Variety of Disciplines: We have listed the large variety of disciplines that have SEA-focused students above. In addition to those, more graduate students (and faculty) are undertaking comparative cross-area studies on particular thematic issues such as gender, ethnicity, labor, religion, violence, urbanization, democratization, globalization, economic development, health and the environment. Interdisciplinary and cross-regional study has long been a strength of the graduate programs at U-M, particularly within SEAS, and CSEAS continues to be a leader on campus in providing the intellectual space for SEA specialists to extend their competence into other disciplines and areas, and for other area or non-SEA specialists to do the same with respect to our region. Our graduate students have formed the interdisciplinary Southeast Asia Research Group, which meets regularly for workshops and discussions, and many of our students are active in the Interdisciplinary Seminar for Islamic Studies. Our Friday-at-Noon lecture series regularly attracts non-SEA students and scholars, and SEA specialists (both from U-M and other institutions) participate in lecture series and colloquia across a large number of programs, departments, and schools.

2.B.1. Academic and Career Advising: CSEAS faculty are closely involved with mentoring students. CSEAS' director advises all CSEAS MA and graduate certificate students until each identifies a primary faculty thesis advisor. PhD students are advised by faculty in their own departments with support from CSEAS student services. The CSEAS director, program administrator, and student services staff make sure that students learn about career opportunities in areas of national need. Undergraduates are advised by their departments and by CSEAS'

administrator and student services staff, and the SEA Librarian advises on Honors research projects. The II and the Education Abroad Office offer workshops for students interested in international careers. Career planning and placement offices at U-M, such as the International Center which holds frequent international career fairs, provide additional information and advice.

2.B.2. Students' Research and Study Abroad: At U-M study abroad opportunities in SEA have expanded dramatically and are plentiful for both undergraduate and graduate students.

Undergraduate students can choose traditional semester-abroad and exchange options at National University of Singapore and Nanyang Technological University in Singapore and Khon Kaen University in Thailand, as well as summer programs in Cambodia, Indonesia, Philippines, Thailand and Vietnam. In the past 6 years, 325 undergraduate students from U-M have traveled on an educational program to SEA (see table).

U-M Student Educational Travel to SEA						
	2008	2009	2010	2011	2012	Total
Cambodia	56	13	19	4	7	99
Indonesia	0	15	3	13	15	46
Philippines	15	6	24	0	18	63
Singapore	2	2	4	6	10	24
Thailand	14	13	13	9	3	52
Vietnam	15	9	12	2	3	41
Total						325

We are working with faculty and departments on their study abroad initiatives to SEA as well. Nick Rine (Law) brings students to Cambodia annually, and the Schools of Nursing and Public Health both have fledgling programs for undergraduates and graduate students in Thailand.

There are substantial resources available to students for travel and research in SEA, from individual awards to overseas programs. In fact, through the Thai Studies Endowment, CSEAS has increased opportunities and awards for students traveling in order to meet growing interest in SEA research. Between 2011-14, awards were given to 16 graduate and 1 undergraduate students

for summer research or internships in Thailand, for a total of \$61,926. Details on other awards our graduate students have received are listed in the table below.

Graduate Study Abroad, 2010-2014		
Program/Funding Source	49 Students	Countries
U.S. Dept. of State Student Fulbright	6	Indonesia (3), Philippines (1)Thailand (1), Vietnam (1)
U.S. Dept. of State Fulbright English Language Teaching Program	9	Indonesia (5), Malaysia (4)
U.S. Fulbright-Hays Doctoral Dissertation Research Abroad	2	Philippines (1), Vietnam (1)
Social Science Research Council International Dissertation Fellowship	1	Indonesia
National Science Foundation	2	Indonesia, Vietnam, Thailand
Boren Fellowship	1	Indonesia
International Institute Individual Fellowship	16	Cambodia (4), Indonesia (5), Malaysia (1), Philippines (3), Singapore (1), Vietnam (2)
Rackham International Research	12	Burma (1), Cambodia (1), Indonesia (2), Philippines (4), Thailand (3)

2.B.3. Summer language study at home and abroad

Our summer FLAS Fellows regularly attend summer language programs abroad, such as the Consortium for the Teaching of Indonesian (COTI) in Indonesia, Payap University in Thailand, and at other U.S. institutions, such as the Southeast Asian Summer Studies Institute at the University of Wisconsin (SEASSI; see p. 18). Student services and program staff are available to advise students so that they receive the best language training during their time at U-M.

3. Quality of Non-Language Instructional Program

3.A.1. CSEAS Course Offerings: The table below lists SEA area courses distributed across 22 different departments and professional schools (complete listing in Appx. I). Since 2007 we have offered 130 distinct non-language SEA courses. Nearly 85% of the courses offered are taught by

tenured and tenure-track faculty and we are often able to offer special area courses taught by visitors and non-tenure-track faculty.

CSEAS faculty regularly provide students opportunities to study the region by allowing them to take disciplinary courses for SEA area credit through extra-credit term papers and research projects, or, where necessary, providing students with independent study courses. These efforts reflect our faculty's commitment to CSEAS, SEAS, and our students. Our faculty also participate as guest-lecturers in CSEAS' own multidisciplinary courses SEAS 215 and SEAS 501 (p. 8).

Courses Taught Across Departments and Colleges: Fall 2011-Winter 2014									
Discipline	Undergraduate			Both*	Graduate			Totals	Enrollments Undergrad/Grad
Course Level	100	200	300	400	500	600	700		
American Culture		1	3					4	68/0
Anthropology, Cultural			2					2	26/0
ALC: Asian Languages	8	8		9				25	489/71
ALC: Asian Studies (non-language)		7	10	2	2	5		26	715/65
English	1							1	18/0
Nat. Res. and Envir.					1				0/19
History	1	4	2	4		3		14	273/16
History of Art			1	1		1		3	51/2
Int'l and Comp. Studies				1				1	31/0
Law	Graduate program only						2	2	0/102
Music Performance				2					23/2
Musicology	1		1	1	1			4	129/9
Nursing						1		1	0/26
Political Science			3	1		1		5	299/16
Public Policy			1		1	1		3	62/74
Religion & Philosophy		5		1				6	518/4
Residential College		1	2	1	Undergraduate only			4	48/0
Sociology	2			1				3	207/2
Southeast Asian Studies		1		5	3	5	2	16	87/39
Strategy/Intl. Business	Graduate program only				2			2	0/1105
University Courses		1			Undergraduate only			1	16/0
Urban Planning				1	1	1		3	2/24
Women's Studies			1			1		2	5/2
Course Totals								132	3067/1595

Note: The totals in the table cells represent the number of times a course has been offered.

*Most 400-level courses carry both undergraduate credit, and graduate credit with extra work.

3.A.2. Courses in Professional Schools: Courses with SEA content and/or the ability to direct class assignments and research projects toward SEA in order to focus on the region are available in 7 professional schools across U-M: Business, Natural Resources and Environment, Law, Nursing, Public Health, Public Policy, and Architecture & Urban Planning. The School of Public Health is working to internationalize their curriculum, and one of their major initiatives is centered in Thailand. They plan to add a course incorporating SEA content, specifically on Thailand, in the coming years. Nursing, in addition, has incorporated a clinical practicum in Thailand in one of their advanced Nurse Practitioner courses. In cooperation with CSEAS, they are investigating adding a clinical experience in Indonesia. The College of Architecture and Urban Planning has embarked on an ambitious summer studio abroad series, in which Prof. Miller takes students on a design course abroad. Students travel to Jakarta, Bangkok, and Hanoi, partnering with local institutions and working on architectural design solutions to emergency housing and semi-permanent housing for the urban poor in those cities.

In order to maximize these professional students' experience in SEA, we propose a mini-course on language and culture in SEA. The region of focus will rotate, depending on student and faculty demand. In our first grant year, we propose to teach the course on Thailand, given the current momentum Thai Studies enjoys on campus. The course will prepare students to behave in a culturally appropriate manner in a variety of professional settings and will provide basic vocabulary and historical background. We believe this introductory mini-course will make their time in the region more productive and also encourage them to continue their SEA language studies upon return, furthering our goal to integrate SEA into students' professional training.

3.B. Depth of Specialized Course Coverage: Our greatest depth of coverage is in ALC (15 courses) History (11), Political Science, and Music/Musicology (5, respectively). We have 3 or

more active (non-emeritus) faculty in the departments of Anthropology and ALC and in the schools of Business, Music, Theatre & Dance, Public Health, and Public Policy. We have at least 2 active faculty in the departments of English and Political Science and in the Schools/Colleges of Art and Design, Law, and Natural Resources and Environment. We have structured the scheduling of our undergraduate courses in such a way as to encourage in-depth study of the region. Students can begin with our “survey” SEAS 215 course, then take Governments and Politics of SEA, followed by our pre-modern or modern SEA history courses. Once those are complete there are a variety of more specialized courses available to students including independent study offerings and research opportunities with CSEAS faculty. Similarly, the graduate program offers a variety of introductory-level and specialized courses.

3.C. Interdisciplinary Courses: Inter- and multidisciplinary research and instruction is a defining strength of U-M, and this is also reflected in our SEAS programs. CSEAS’s signature undergraduate course, SEAS 215, was designed in consultation with professionals at U-M’s Center for Research on Learning and Teaching (CRLT) to provide students with an interdisciplinary perspective on SEA. ALC, itself a multidisciplinary department, offers an interdisciplinary undergraduate concentration and minors in SEAS (p. 6). U-M’s undergraduate International Studies minor is also interdisciplinary and offers an area specialization in SEA (p.6). Many SEAS PhD students are enrolled in our highly regarded Interdepartmental Program in Anthropology and History. CSEAS’ interdisciplinary MA in SEAS (p. 8) includes an interdisciplinary gateway course, SEAS 501 (p. 8). In addition the MBA/MA in SEAS, the MPP/MA in SEAS and Graduate Certificate in SEAS are all multidisciplinary. MA students have also crafted individualized dual degrees programs that combine SEAS with Law, Public Health and Social Work, among others. Our faculty teach many interdisciplinary courses, both in

departments, and in the professional schools (see Appx. I).

3.D.1. Non-language faculty: We have 46 active non-language faculty who teach SEA or SEA-related courses or do research in the area (see Appx. II). 31 are tenured (14 Full and 10 associate professors), 8 are tenure-track, 11 are full- or part-time lecturers or hold clinical appointments and 7 are retired but still researching or teaching, including 2 (Becker and Ness) who on occasion teach SEAS 501. They belong to 10 liberal arts departments and 10 professional schools, and their teaching and research cover all SEA countries, except Brunei. Increasing breadth in SEAS at U-M is reflected in our representation in the professional schools, a major jump in the past 4 years. Two approved tenure-track positions in SEA Buddhism and South/SEA Islam, remain open searches, and signs point to these positions being filled soon.

3.D.2. Instructional Assistants Training: U-M departments and schools are required by collective bargaining to provide pedagogical training to teaching assistants. Although each department meets this requirement differently, in general students either take a pedagogy course for a full or partial semester or have sessions with CRLT. All teaching assistants are encouraged to continue work with CRLT on an individual basis for evaluation and improvement.

4. Quality of Language Instructional Program

4.A. Extent of Language Instruction: Four SEA languages are taught each term in ALC: Filipino (Tagalog), Indonesian, Thai, and Vietnamese (*FLAS Competitive Priority 2*). Depending on demand and instructor availability, we have the capacity to offer Javanese, Burmese and Khmer. Recently, there has been increased interest from professional school students in SEA language learning, even though our regular semester offerings do not fit into their schedule of required courses. To reach those students, we request funding to develop curriculum aimed at certain fields (Business, Nursing, and Public Health) and to offer spring semester (7 weeks in May-June)

language courses in shortened format. This is the most effective way to reach these students, allowing them to learn some language before they travel to the region. Additionally, U-M participates in shared distance learning language programs with other Midwest universities under the Committee on Institutional Cooperation (CIC), for which U-M provides financial and staff support, and also offers multi-year instruction in other world languages relevant to the study of SEA, including Arabic, Chinese, Dutch, French, Japanese, Sanskrit, Spanish, and Tamil. We are working with CIC to share our SEA courses with other consortium school students.

Language enrollments for 2011-14 are in Appendix I. We prioritize and have been proactive in increasing our undergraduate enrollments, no small feat in a large university that offers dozens of language programs. We have shifted 1st year classes from 5 days a week to 4 while maintaining contact hours, to accommodate undergraduate scheduling conflicts. We have increased enrollment by: marketing language courses vigorously to incoming freshmen and all students taking any of our introductory SEA courses; expanding study abroad/overseas internship options that build a “word-of-mouth” constituency for our languages; supporting new undergraduate courses that focus on or feature SEA; and offering donor-funded scholarships to students who take first-year SEA languages. Undergraduate FLAS awards have been an effective complement to these first year-language scholarships in recruitment efforts. There are encouraging signs that these efforts are having a positive effect. We have boosted our first year language enrollments—all of our first year language courses now exceed the minimum number of students targeted by U-M—and our overall language enrollment numbers continue to rise.

SEA Language Enrollments						
	Filipino	Indonesian	Javanese	Thai	Vietnamese	Total
2011-12	42	42		29	54	177
2012-13	24	24	1	25	48	122
2013-14	64	35		16	34	149
Average 2011-2014						149

Our students also pursue SEA language training during the summer through other programs in the U.S. and internationally. In 2011-13, 7 U-M students attended SEASSI, 1 attended COTI, and 3 attended other language programs abroad. We also encourage students interested in SEA languages that we do not cover to study at SEASSI and other programs in the summer or to consider distance learning with another university.

4.B.1. Extent of Language Levels: Each term all 4 of our regularly-taught languages are offered at the elementary, intermediate, and advanced levels, and our faculty, including non-language faculty, often supervise independent studies of advanced reading materials in SEA languages. For example, Florida supervises advanced reading courses in Indonesian and Javanese.

4.B.2. Other Courses Offered in SEA Languages: While there are no courses in the U-M catalog that are offered in SEA languages outside of ALC, linguistics, and literature, our faculty does support work of this kind in different disciplines. Keane, Mrazek, Hicken, and de la Cruz have all offered directed readings for students in SEA vernaculars. Further, students with language proficiency frequently use SEA language materials in their class work and research and are expected to do so for MA theses and PhD dissertations. Our SEA Bibliographer (Go) routinely assists students in identifying and obtaining research materials in SEA languages.

4.C.1. Number of Language Faculty: Stability and continuity characterize our instructional program, with all of our lecturers having multi-year renewable contracts governed by agreement with the Lecturer Employees Organization. Quality and commitment are ensured by a major review before each contract renewal. We have 1 tenured (Florida) and 1 untenured (de la Cruz) faculty member in ALC, 1 affiliated faculty who does not teach language but is chair of the department, and 4 highly qualified native speaker instructors (Agustini, Krishnamra, Nguyen, Fulgencio), one of whom (Agustini) also serves as Department Coordinator of the SEA

Language Program. Complementing our full-time language instructors, we host Fulbright Foreign Language Teaching Assistants (FLTA) in Indonesian, Javanese, Filipino, and Thai.

4.C.2. Language Teaching Staff Pedagogy Training: All our instructors have substantial training in pedagogy and evaluation through their university degrees, specialized training programs (e.g. from American Council on the Teaching of Foreign Languages [ACTFL], National Council of less Commonly Taught Languages, and Consortium of Teachers of SEA Languages workshops), and ongoing professional development training within the department (led by language coordinator Agustini, whose MA is in Teaching English to Speakers of Other Languages) and through the LRC (see p. 20). The strong pedagogical training our language instructors have received is reflected in their professional histories and accomplishments (see Appx. II).

U-M has many sources of professional development funds for language faculty. All work with the LRC and CRLT to enhance their instructional and technology skills, and many have been awarded grants for curriculum development or study abroad (from such sources as ALC, CGIS, and the II's ELF). In addition, Agustini is active in textbook preparation, and Nguyen frequently presents at professional conferences. CSEAS has provided funding and organized an ACTFL OPI training for all 4 language lecturers, and they are currently working on their OPI certification. CSEAS provides funding through Title VI for each SEA lecturer to participate in language pedagogy workshops and conferences (*bp. 4*).

4.D1. Quality of Language Program – Performance-Based Instruction: All our instructors have participated in performance-based training activities. Socio-cultural orientation is emphasized, and materials stress active manipulation of a practical vocabulary. Advanced courses emphasize content-based as well as performance-based instruction and include substantial readings in journalistic, literary and scholarly genres. All U-M students applying for SEASSI are admitted

and receive FLAS awards. Our students and graduates can operate effectively in interactive field positions requiring local language use, in some cases after only intermediate-level instruction, and our PhD students can competently conduct field research in indigenous languages after only 3 or 4 years of instruction with our high quality faculty and our support for instruction and travel.

4.D.2. Quality of Language Program – Resources for Teaching and Practice: U-M's Language Resource Center (LRC), with an annual budget of nearly \$600,000, is a newly expanded, state-of-the-art resource for our language instructors and students. Located in a new living-learning community building on campus, the LRC provides advanced technology for language learning, access to television and radio from across the globe, and small group conversation tables for students. For faculty, it organizes pedagogy workshops, small-group training sessions, and supports development and deployment of new and original language teaching materials.

4.D.3. Quality of Language Program – Proficiency Requirements: Our language faculty utilize the principles of the oral proficiency interview and test aural comprehension and oral performance on a daily basis, with formal biweekly testing at the elementary and intermediate levels. All language courses are designed to develop students' proficiency in listening, speaking, reading, and writing. Language faculty design their courses so that a significant amount of realia – films, songs, newspaper articles – are incorporated, giving students a better sense of language usage. They strive to create a no-English-allowed classroom and for the most part are successful. Advancement to the next level of language learning requires successful completion of final exams and other course requirements, or a high score on a placement exam, offered every fall.

5. Strength of Library

5.A.1. U-M's Library Holdings: The U-M Library's SEA Division (U-ML-SEAD) has been one of the world's leading research collections on the region since published titles began to be

collected in 1898, later enhanced by the gift of the Worcester Philippine collection in 1914. U-ML-SEAD is usually ranked one of the top two SEA libraries among U.S. universities.

Collections specific to SEA include: The Gedney Thai Language and Thierry SEA Art collections (Thailand); Steinberg, Onorato, Larkin, Hart and Netzorg collections (Philippines); the Sai Saimong collection (Burma); and Islamic periodicals from across the region. Special collections include Spanish missionary papers, memoirs of American educators in the Philippines and American soldiers in Vietnam, NGO holdings, singular publications from SEA revolutionary movements and other rare manuscripts on SEA, including microfilms of the manuscripts of the royal libraries of Surakarta, Java. The Asia Division of the U-M Museum of Anthropological Archaeology contains Batak texts (Bartlett Collection) and zoological and ceramic collections from the Philippines (Guthe, Steere, Williams and Worcester collections), and these draw researchers from around the globe. Extensive Indonesian publications are supplied by the Library of Congress program and augmented by donations from scholars locally and from the region. Western and indigenous publications from Singapore, Malaysia, Brunei, Timor Leste and Cambodia are well represented.

In the Graduate Library alone, we have well over 320,000 titles on SEA in Western languages and 257,335 titles in SEA languages. These numbers include our serial collection, microfilms, and multimedia works housed in the Film/Video Library. From 2009 to 2014, the library collected 22,361 items from SEA countries. All of our SEA print collection has been through a mass de-acidification process to extend the life of print copies. Though U-ML is moving away from buying microfilms, we still purchase them from all Philippine newspapers and from old publications (including Spanish ones from Ateneo University, Philippines).

5.A.2. U-M Financial Support for Library Acquisitions and Staff: The U-ML annual budget for

SEA-specific personnel is \$153,167 and covers the 1.0 FTE salary of the SEA Bibliographer (Go), a 1.0 FTE technical library assistant in Thai, and one other .5 FTE technical assistant. U-ML also provides \$10,000 for student assistant salaries for SEA.

For titles in SEA languages alone, U-ML currently has a budget of \$67,750. This does not include the portion of the general budget for English and Western European-language materials as well as those English titles published in Australia, Singapore, and Malaysia.

5.B.1. Availability of Other Research Materials for U-M Students: The library purchases electronic resources for SEA newspapers and serials through packaged negotiations. In addition, the library subscribes to electronic format titles through EBSCO, My Library, and is part of the Demand Driven Acquisition with EBSCO. U-ML has two subscriptions to SEA databases in Myanmar and the Philippines. Other databases with substantial SEA content provided by the library include Project Muse, Cambridge database, JSTOR, and PROQUEST.

Cooperative arrangements with other SEA collections are made through the Committee on Research Materials on SEA (CORMOSEA), where Go serves as Collections Department Officer, and the SEA Microform (SEAM) Project (faculty member Hicken serves on the executive committee). SEAM is currently involved in a filming and archiving project at the National Library in Ha Noi to archive early 20th century vernacular sources.

U-ML-SEAD has consortia agreements with University of Hawaii for Indonesian posters; with University of California-Berkeley for overseas Chinese materials; with CORMOSEA members to access Indonesian newspapers in a timely manner; with the Cebuano Center of the University of San Carlos to digitize photos and print collections; and with the Genealogical Society to preserve and digitize records of the Philippine Culion Leper Colony (with the British Endangered Archive Program), among other projects.

5.B.2. Access for Others to Library Holdings: We are committed to outreach and academic sharing. Through its partnership with Google, nearly all U-ML collections have been scanned and made available online through Michigan Library Network, Google Scholar and Amazon, and also can be accessed through the Hathi Trust database. The U-ML-SEAD Library Guide has become a conduit for scholarly research through its extensive links to national and international web pages. Faculty, staff, and students at nearby Eastern Michigan University (an MSI) have access to all U-M Library collections (*NRC Competitive Priority 1*).

Through the National Endowment for the Humanities (NEH) the U-M library produced a website based on the digitization of the Worcester Philippines collection that is publically accessible. Other MLibrary Digital databases include the Asian Art Archives, Everyday life in Thailand, and the Southeast Asia Art Symposium, all publically available through the Internet.

To help give SEA scholars physical access to the collections, the SEA Library and Special Collections Fellowship is a competitive research grant that provides an opportunity to spend a month using the U-ML and Special Collections relevant to SEA. This collaborative project between CSEAS, U-M-L-SEAD and the U-M Bentley Historical Library shows U-M-L-SEAD commitment to Southeast Asia area research and studies. CSEAS proposes to use Title VI funds to bring researchers from SEA and underserved domestic institutions to use our extensive SEA collections, in particular so that our collections can be used to contribute to great curriculum development on SEA (p. 33).

6. Quality of Staff Resources

6.A.1. Qualifications of Faculty and Staff: U-M prides itself on maintaining the highest standards for faculty and staff, including selective hiring, oversight and evaluation, and tenure and promotion processes. All of our faculty are vetted and evaluated within their academic

departments and at the university level, and staff undergoes evaluation annually.

CSEAS Director Christi-Anne Castro is an Associate Professor of Ethnomusicology and conducts research on performing arts in the Philippines. Beyond her teaching load, she is a composer and performer of Filipino *rondalla* music, and she supervises SEAS MA and musicology PhD students. Her book on Philippine music and nationalism received a prize, and her 2013 group musical tour in the Philippines received coverage in the major media in Manila as well as outside of the capital region. She previously served as CSEAS Associate Director (2010-11), twice on the executive committee, and once on the admissions and FLAS committee.

Kate Wright, program administrator since 2010 (1.0 FTE), has an MA in SEAS and has completed coursework for a PhD in SEAS, focusing on 19th century Islamic practices in Java. She has advanced proficiency in Indonesian and intermediate proficiency in Javanese.

The SEA Bibliographer, Susan Go, has dual MA degrees in History and Library/Information Science, is the most senior SEA librarian in the U.S., and has secured NEH and other grants for special projects and to obtain donated materials from scholars. Her duties include selecting titles, cataloguing materials in multiple languages, fielding reference questions from all over on SEA materials, and overseeing the digitizing of oral interviews. She teaches a course introducing the SEA materials of the library and has been instrumental in bringing U-M-L-SEAD resources to various scholarly populations: she organized a roundtable on U-M resources for Filipino scholars in 2012, and assists extensively with the research needs of the SEA Library Fellows.

6.A.2. Professional Development and Overseas Experience Opportunities: Professional development opportunities, including overseas research, are funded by external research grants such as Fulbright and National Science Foundation, and internally by the faculty's home departments and schools, Office of the Vice-President for Research (OVPR), RGS, and U-M

institutes and centers. Many of these units also support faculty travel in conjunction with student study abroad. In addition, the CRLT and U-M units work with faculty on improving their teaching and advising skills. Many of our faculty have used CRLT's services, and CRLT is particularly helpful in providing instructional training for graduate student instructors who assist in some of our courses. All staff receive regular training required of U-M employees in their job categories, in compliance with university, state, and federal regulations. U-M maintains a large catalog of professional development courses in which staff are encouraged to participate.

6.A.3. Faculty and Staff Teaching, Supervision, and Student Advising: All of our faculty teach, supervise, and advise students, in addition to conducting their own research (see Appx. II). Faculty from 10 liberal arts departments, 10 professional schools, the library, and the museums are actively involved in the teaching and supervision of CSEAS MA students. The CSEAS director also has a direct advising role with all of the MA students.

Faculty Participation, 2011-2014			
Thesis Supervision	Committees/Admissions	Hosting Lectures	Study Abroad
Florida, De la Cruz, Hicken	Agustini, Aribarg, Castro, Florida, Go, Ingersoll-Dayton, Keane, Lim, Rine	Ang, Castro, Ciorciari, De la Cruz, Florida, Go, Hicken, Hoesterey, Keane, Kee, Lopez, Miller, Mrazek, Nadarajan, Ness, Nguyen, Rine, Sinopoli	Agustini, Bigelow, Krishnamra, Nguyen, Rine, Rozek, Wright

In the last few years we have greatly improved the quality of our academic advising, particularly for our MA students, which has paid immediate and dramatic dividends. Since 2011 we have graduated 100% of the MAs enrolled in the SEAS program. Our faculty are extremely supportive of this emphasis on advising and mentoring and play an active role in center activities, as summarized in the table below. Faculty also assist CSEAS by referring and securing sponsorship for speakers and other visitors.

6.B.1. Adequacy of University Staffing and Oversight Arrangements: CSEAS has its administrative home in the International Institute, and benefits from the organizational structure

of the II's Director (a 3-year faculty position) and business manager (a permanent staff position). CSEAS has further administrative assistance through unit manager Gloria Caudill, who provides financial oversight. This 1.0 FTE position dedicates .20 FTE to CSEAS. Kate Wright is CSEAS' full-time program administrator (1.0 FTE) and is responsible for center management and outreach. Wright frequently gives outreach lectures, orientations on Indonesian culture, and has led study abroad programs. She also assists in MA recruitment and advising. Nancy Becker, student services associate (full-time position, .30 FTE dedicated to CSEAS), manages our MA program, including applications, admissions, and graduation requirements for CSEAS students.

6.B.2. Adequacy of Center Staffing: CSEAS has adequate levels of staffing to execute its planned activities efficiently. Castro and Wright work with the Executive Committee to design center administration and outreach, and execution is led by Wright with assistance from a variety of sources, including staff from the II, the College of Literature, Science, and the Arts (LSA), student and temporary assistance, and other NRC program administrators, particularly on joint projects as described in Section 7: Outreach.

CSEAS' Executive Committee includes 3 ex-officio and 3 elected members, and an appointed member (chosen to ensure country and disciplinary balance). Members serve 2-year terms and are not eligible again for a one-year period. The executive committee meets regularly over the academic year to review the center's operations and provide guidance and feedback to the center director and staff. This staffing level is enhanced by voluntary faculty effort and shared resources within LSA (accounting, human resources and IT support) and some outsourced services (graphic design of the newsletter, video materials, etc.) and other temporary assistance.

6.C. Nondiscriminatory Employment and Encouragement for Underrepresented Groups: U-M has a determined commitment to diversity and non-discrimination in employment practices. U-M

subscribes to US/ED's GEPA and is ADA (Americans with Disabilities Act) compliant. Of the 50 SEA faculty (46 non-language, 4 language faculty) and the bibliographer, 30 are female and 20 are ethnic minorities. Our 7-member Executive Committee includes 5 females and 3 ethnic minorities. Of the current 3 CSEAS staff, all 3 are female.

7. Outreach Activities

7.1. Elementary and Secondary Schools: A number of initiatives that reach out to K-12

institutions involve CSEAS faculty. All our language lecturers present regularly at local Hartland High School. Individual projects include Hicken's (Political Science) work with the local South Meadows Elementary School, Rine's (Law) work at the Green International School, and Castro's (Musicology) performances/teacher meetings at Westwood High School (MA), Philips Andover Academy, and Filipino elementary schools Bayan-Bayanan, School of Love and Hope (Special Needs), and San Pablo Central. Our larger institutional projects are listed below.

World History and Literature Initiative: The World History Initiative (WHI), a collaboration of CSEAS, other U-M area study centers, and the School of Education, will launch a new phase of this highly successful curriculum and professional development project for teachers of world history. Reflecting its expanded focus, the initiative will be called the World History and Literature Initiative (WHaLI). WHaLI will continue to offer 3-day workshops to improve teachers' capacity to teach world history. Over the next four years, we will expand our services, outreach, and the scope of our topic to include global literatures.

Launched in 2010, the WHI was a consortium of 9 area/global studies centers at the U-M, the School of Education, the History department, and the Eisenberg Institute for Historical Studies. It began in response to state mandated additions to World History and Geography high school curricula. The new mandate on global, trans-regional and comparative study within and across

historical eras created a statewide demand for professional and curricular development in world history. To fill that gap, U-M created the WHI, a series of 3-day workshops in global history designed to deepen teachers' content and pedagogical knowledge, while expanding access to teachable resources. Four innovative approaches separated the WHI from other professional development activities: 1) WHI intentionally tackled what historian Thomas Holt has called the "levels problem," the challenge of connecting the local to the regional to the global. Workshops nested regional content within larger global context, using each to illuminate the other; 2) as our workshops involved scholars from different area studies centers, the participants were able to engage in comparative analysis across different world regions; 3) since we videoed presentations and deposited them in an electronic repository with the materials of each presenter, the teachers and students could use workshops on demand; 4) though we did not target pre-service/prospective teachers, we made the WHI materials available to U-M teacher education faculty and students as models for how to design lessons in global history.

Judging by attendance and near- and far-term evaluations, we have succeeded in our goals to help teachers improve their teaching of world history. We typically receive an average of 75% of participants claiming the workshops were highly successful, 90% still use materials in teaching their students, and 80% have shared with their colleagues.

Encouraged by the success, we seek to extend WHaLI in four areas: 1) broadening our scope to include global literatures; 2) inviting pre-service teachers and designing activities to enable them to work with practicing teachers, thus making WHaLI more "inter-generational;" 3) including minority-serving institutions and community colleges, such as Henry Ford and Washtenaw Community College (*NRC Competitive Priority 1*); 4) using technology to reach teachers outside the immediate Ann Arbor area. In what follows, we describe each briefly.

1. Adding a Literature Focus: Over the next 6 to 8 workshops, we will widen our scope to include world literature. While drawing more widely on the strengths of faculty and departments at U-M, this will help secondary teachers engage in disciplinary or domain-specific literacy to meet the new demands created by the Common Core Literacy and College Readiness standards. Future WHaLI workshops will address questions that encourage teachers to use literature and art to help their students learn about the global past (*NRC Absolute and Competitive Priority 2*).

2. Special Programs for Pre-service Teachers, Teacher Educators, and Future University Faculty: While U-M's School of Education faculty and students have used materials from the WHI in the undergraduate and graduate sections of the course, *Educ. 432: Teaching and Learning History/Social Science in Secondary Schools*, we intend to formally include pre-service teachers of history and English Language Arts in at least half of our WHaLI workshops over the next four years. By inviting beginning teachers from area teacher preparation schools to join with veteran secondary teachers in our workshops, we anticipate more opportunities to disseminate WHaLI materials and enhance ways teachers use these materials. Further, over the last two workshops, we have prepared advanced graduate students in history, area studies or education to participate in WHaLI, providing training for future university faculty to work in outreach to secondary schools (*NRC Absolute and Competitive Priority 2*).

3. Expanding to MSIs and Community Colleges: By including pre-service teachers and faculty from Henry Ford, Washtenaw Community College, Wayne County Community College and Eastern Michigan, the WHI will increase the service it already provides to MSIs, such as Detroit School for the Arts and Detroit's Western High School. Widening the pool of WHI participants and presenters will enrich every aspect of the initiative, helping to ensure that the resources are useful in multiple contexts (*NRC Competitive Priority 1*).

4. Using Technology to Reach Teachers Outside the Immediate Area: In the past, we have had teachers travel from the western portions of MI to attend the WHI workshops. To increase our impact, in the coming cycle we will webcast the workshops to interested schools and teachers across the state, a first step toward extending WHaLI beyond MI.

World Music Course for K-12 Music Educators: In another exciting program, U-M NRCs will collaborate with the U-M Department of Music Education (a teacher training program – *NRC Absolute and Competitive Priority 2*) to develop and implement a two-course world music sequence, with the goal of institutionalizing the sequence as a requirement for all U-M MA of Music in Music Education summer students. After completing these courses, K-12 music education students will be able to add units on music of different world regions to their courses. The two-course sequence will allow all students in the 3-year summers-only MA program to complete the entire sequence. The proposed courses are: *Introduction to Music Cultures of the World 1*: Middle East and North Africa, South Asia, East Asia, Southeast Asia (taught in years 1 and 3) and *Introduction to Music Cultures of the World 2*: Europe, Eurasia and Russia, Native North America and Latin America, Sub-Saharan Africa (years 2 and 4). Related to this timeline, CSEAS requests funds for faculty instruction of these courses in years 1 and 3 of the grant. Instructors will be ethnomusicology faculty with specializations in several world areas and training in teaching introductory surveys on world music.

Most enrolled students are current, active teachers, so we expect these courses to have immediate impact on K-12 curricula. Students taking this course will produce lessons directed toward age groups appropriate to their experience and will be able to use these lessons in their teaching curriculum. World music lessons offer an effective mode for introducing students to peoples and cultures using songs, rhythms, lyrics, and ideas encapsulated by foreign terms and

cultural concepts. By its nature, music study requires participation, and numerous studies have shown the impact of hands-on performance on students' learning, regardless of skill level. With interest piqued, students may pursue global studies in different forms, most likely including language. Music is an excellent avenue to introduce the different regions of the world at the youngest ages of education, and will set students up for a lifetime of global awareness.

At the elementary and intermediate school levels, we will continue to work with particular school districts upon request. In particular, we are requesting funds to offer travel subventions to K-12 teachers participating in the Global Exploration for Educators Organization (GEEO) planned travel program to a Southeast Asian country(ies). The teacher will bear much of the cost, but we will offer a small amount to offset the total cost of the program (*NRC Absolute Priority*).

7.2. Postsecondary Institutions: CSEAS has strong linkages with postsecondary schools through U-M faculty initiatives and various collaborative projects. Considering the number of lectures and outreach activities our individual faculty have engaged in at other universities, there are too many institutions to list. Our faculty present regularly and widely, domestically and internationally. Below are long-term collaborative projects that we propose for this grant cycle.

University of Puerto Rico: As part of an effort to create sustainable links with institutions serving underrepresented populations, U-M's Center for Latin American and Caribbean Studies (LACS) has built a partnership with the Colleges of Education, Humanities, and Social Sciences at the University of Puerto Rico, Rio Piedras (UPR). UPR is a major public research university that serves an overwhelmingly Hispanic student body and holds a Title V grant from the U.S. Department of Education. Thousands of teachers trained at UPR each year go on to work in public and private schools in Puerto Rico. There are no Title VI NRCs on the island of Puerto Rico and also no Hispanic serving institutions in Michigan. CSEAS has been able to leverage the

ties between U-M LACS with UPR to expand access to SEA area studies and language resources at U-M to the faculty and students at UPR, to in-service teachers in region around UPR, and to their K-12 students (*NRC competitive priority 1*).

In each of the next four years U-M's II will send faculty and graduate student delegations of area studies experts to UPR for a K-16 professional and curriculum development workshop. These workshops follow the model of a pilot workshop organized in Rio Piedras in February 2014. They will be organized around topics that cross multiple disciplines and allow representation from different world regions: "Gender and Race" (Year 1), "Cultures of Violence" (Year 2), "Civil Society and Identity Politics" (Year 3), and "Political Struggles" (Year 4). Each two-day workshop will include sessions for UPR faculty and students (including pre-service K-12 teachers) and in-service K-12 teachers from the surrounding San Juan metropolitan area. Instructional materials related the workshops will be translated into Spanish and English and will be made available on a website for further use and dissemination.

Midwest Institute for International/Intercultural Education: We continue our strong affiliation with the Midwest Institute for International/Intercultural Education (MIIE), a 501(c)(3) consortium of 122 two-year colleges across the nation, based at Kalamazoo Valley Community College in Michigan. Thirty-nine of the consortium members are minority-serving institutions (designated as eligible for Title III and Title V programs). Beginning in July, this consortium will open its membership nationwide, and we expect the number of MSIs to grow. Urban MIIE member colleges average 37% minority student body, and rural MIIE members average 24% minority student body. Overall, member colleges enroll 21% African-Americans and 12% Hispanics.

We provide co-sponsorship for MIIE's thematically based summer institutes and often our

faculty participate as invited speakers. With our co-sponsorship, MIIIE ensures that participants in the workshops develop curriculum modules focused on SEA. Those faculty are eligible for our Academic Sharing Program, which allows them to come to campus and use our resources as they develop their units. These curriculum models are piloted, shared, and collected into publications available to member institutions. (*NRC Competitive Priority 1*). Beginning in summer 2015, CSEAS will work with the U-M Community College Summer Research Fellowship Program to place an undergraduate community college transfer student in a research project, supervised by faculty member Nick Rine, on creating a traveling exhibit on the Khmer Rouge genocide. The traveling exhibit will be displayed for one month in each member institution of MIIIE, traveling until 2020. In addition, we will explore the possibility of displaying the exhibit in the Ann Arbor Public Library and other public libraries.

CSEAS also plans to work with MIIIE on providing guest lecturers in community college courses as a way to help internationalize community college curriculum. We are planning to provide guest lecturers to area community colleges as well as to Eastern Michigan University (an MSI). In Year 1 of the grant, we plan to bring three scholars to work on the Guthe collection of Philippine archaeology, and these scholars will share their research as guest lecturers in community college classes on anthropology, archaeology, and ancient civilization. We will work with MIIIE on appropriate topics in subsequent years (*NRC Competitive Priority 1*). With the MIIIE director we are exploring the possibility of offering a summer institute based on the WHI approach, adapted to the needs of community college faculty (*NRC Competitive Priority 1*).

Other Postsecondary School Outreach Initiatives: CSEAS plans to continue our successful Academic Sharing Program in which faculty from community colleges or other under-resourced schools can spend several days using the U-M libraries, special collections, and meeting with our

faculty in order to incorporate SEA content into their general courses or develop a new course on SEA. We will institutionalize this opportunity with the members of MIIIE, but it will remain open to other educators as well (*NRC Competitive Priority 1*).

We request Title VI funds for at least 8 visitors a year as part of CSEAS' Fridays-at-Noon lecture series, which is open to the general public, as well as the U-M community, and attracts a diverse average audience of around 45 persons. Students in SEAS courses are particularly encouraged to attend by our faculty. This series is augmented by public lectures by our own faculty and by visiting speakers on SEA topics invited by other U-M units with whom we may cost-share. We intermittently hold teacher-training workshops when our lecture series speakers are appropriate, and we plan in this grant cycle to institutionalize our informal, but long-standing connection to Eastern Michigan University by sharing a number of invited speakers with them, either as guest lecturers in courses or public lectures held in the evening (*NRC Competitive Priority 1*). We routinely record all Friday lectures, conferences and special events, in both audio and video formats, which are posted on our website multimedia page.

CSEAS provides partial support for two student conferences, the Asia Business Conference and the Malaysian Students Association conference, and will collaborate on two interdisciplinary conferences. The first conference will deal with health and disease in Southeast Asia, bringing together specialists in medicine, public health, and social work from U-M and elsewhere to present recent research on epidemiological concerns in the region. This meeting will build on topics discussed in June 2014 at a meeting at Prince of Songkla University in Thailand. The second conference will be called States of Emergency: Disasters and the Politics of Hazard and have as its theme the political and cultural role of, and historical transformations produced by, catastrophes. Presenters will investigate experiences of cataclysm itself and processes through

which recoveries are designed and enacted, considering the different scales through which such disasters are made. This conference will involve such fields as urban planning, environmental policy, technocratic institutions, technical and scientific assistance, relief and rebuilding campaigns, ethnic/class relations, colonial/postcolonial politics, rhetorics of recovery, and literary or artistic retellings.

Our faculty regularly participate in our public lecture series by inviting and hosting guest scholars. They also regularly give lectures on their research at other institutions as well as belong to myriad professional and academic societies. Their professional service ranges from standing committees in a variety of domestic and international organizations to editorial work to maintenance of media (e.g. Hicken maintains SEAPOLNET, a list of political scientists working on SEA throughout the world, and Knodel runs a website providing documents on Gender and Aging in SEA and the Developing World).

7.3. Business, Media, and the General Public: Our faculty are regularly available to government, business, media, NGOs, and the general public when approached for consultation, advice or commentary as noted in the table below. In addition, CSEAS supports the U-M Ross School of Business' annual Asia Business Conference (ABC), for which our affiliate faculty member Lim serves as faculty advisor. In addition to an ASEAN panel, prominent Southeast Asians have been invited as ABC keynote speakers, including Indonesian Ambassador to the U.S. Sudjudnan and ASEAN Secretary-General Dr. Surin Pitsuwan.

Faculty Outreach, 2009-2014

ORGANIZATION	FACULTY MEMBER
<u>U.S. and State Government Agencies</u> Council of American Overseas Research Centers; Central Intelligence Agency; Defense Department; Food and Drug Administration; Health and Human Services Department; Genesee County Health Department; National Endowment for the Humanities; National Security Council; National Institute of Health; State Department; Treasury Department; USAID; U.S. Senate; various courts in Michigan; Washtenaw County Health Department	Agustini, Bigelow, Ciorciari, Douglas, Ford, Hicken, Kirsch, Lopez, Meza, Rine, Yang

<u>International Agencies</u> ASEAN; Asian Development Bank; Australian Research Council; European Research Council; Department of Education, Cebu (Philippines); Indonesian Embassy; Indonesian Consulate (Chicago); Inter-American Development Bank; London School of Economics; Mexico National Institute of Public Health; Philippine Consulate (NY); Philippine Department of Tourism; Thailand Board of Investment-New York; Thailand Development Research Institute; United Nations (General Assembly, Secretariat, and Population Fund); World Bank	Castro, Ciorciari, Florida, Hicken, Ford Keane, Kirsch, Lim, Meza, Yang
<u>Business Outreach</u> Ayala Mall, Subic Bay (Philippines); Ayala Mall, Cebu (Philippines); Bank of the Philippines; CMS Energy; Dow Chemical; Executive education seminars in U.S., Singapore and Thailand; Ford Motor Co.; Multi-Fineline Electronics; Resorts World (Philippines); SM Mall, San Pablo (Philippines); Sofitel Hotel (Philippines); Oxford Analytica; Woodhead Industries	Castro, Krishnamra, Lim, Yang
<u>Media Outreach</u> Ann Arbor News; Agence France-Presse; Al-Jazeera; Arizona Daily Star; Asia Times Online; BBC; BBC Business World (Philippines); Bloomberg; Burmese News; Cambodia Daily; Cambodge Soir; CBS Radio Detroit; Chicago Sun-Times; Christian Science Monitor; CNBC; Crain's Chicago Business; Detroit Free Press; Diplomat; Economist; Eat Bulaga (Philippine TV); Financial Times; Fortune/CNN Money; Globe; Good Morning Club (Philippine TV); Guardian; Here and Now (NPR); Interfaith Voices (NPR); International Business Times; Lansing State Journal; L'Espresso Magazine (Italy); Makiling Journal (Philippines); Manila Times; Michigan Daily; Myanmar Times (Myanmar); National Geographic Magazine; New York Times (and Magazine); Philippine Daily Inquirer; Philippine Star; Phnom Penh Post; PRI's The World; Rated K (Philippine TV); Reuters; Straits Times (Singapore); South China Morning Post; Tages Einzager (Switzerland); Taipei Times Online; Time Magazine; Today (Philippines); Toronto Globe; Umagang Kay Ganda (Philippine TV); Voice of America; Wall Street Journal; Washington Post; Warren Pierce Show; WVRO Public Media	Castro, Ciorciari, de la Cruz Douglas, Fulgencio, Hicken, Lim, Yang
<u>NGO Outreach</u> Alalay sa Ka-Unlad, Inc. (Cabanatuan, Philippines); American Cancer Society; American Institute for Indonesian Studies; Asia Society; Bohol Cultural Center (Philippines); Cambodian Women's Crisis Center; Charlotte W. Newcombe Foundation; Children's Museum (Boston); Community Legal Education Center; Council on Foreign Relations; Delonis Shelter; Documentation Center of Cambodia; East-West Center; Environmental Defender Law Center; Forest Peoples Programme; International Center for Transitional Justice; Legal Aid of Cambodia; National Cancer Institute; National Cancer Society; National Institute of Environmental Health Sciences; New Education Highway (Myanmar); North-South Institute; Open Society Foundations; Parish Pastoral Council on Responsible Voting (Philippines); People's Alternative Livelihood Foundation (Philippines); Robert Wood Johnson Foundation; St. Elizabeth of Hungary Parish Catholic Church; Survival International; UNICEF; U.S. Indonesia Society; Woodrow Wilson Foundation	Castro, Ciorciari, Bigelow, Douglas, Florida, Keane, Kirsch, Rine, Rozek, Yang

8. Program Planning & Budget

8.A. CSEAS as a National Resource Center: Our program and budget priorities arise from two mandates: 1) To increase the number, quality, and diversity of U-M students with SEA area and

language experience and expertise. To accomplish this we propose strengthening the status of SEA languages taught at U-M; expanding and deepening our educational offerings, particularly those targeted at professional schools; advertising and supporting travel to SEA, primarily for students; and increasing the exposure of SEAS on campus through workshops, conferences, and other activities that support curriculum. 2) To make university resources on SEA more accessible to all and encourage interest about SEA among a diversity of non-area experts. Toward this goal, we will collaborate with K-16 educators; further our linkages with community colleges, MSIs, and SEA institutions; nurture connections with the local and state community; and establish programs that invite domestic and international scholars to campus.

Languages: U-M will pay the full salaries of the Indonesian and Thai lecturers in Year 1 of the grant (currently only Indonesian is paid in full). Thus, we request: 1) Partial salary coverage of the Filipino (Tagalog) and Vietnamese lecturers (60% of these salaries, determined by collective bargaining between the Lecturers' Employee Organization and U-M's administration) (*bp.1*); 2) Salary to teach a new SEA language course directed at professional school students in the shorter spring term (*bp.1*); and 3) Professional development funds for language faculty to attend conferences and workshops that enhance teaching and assessment (*bp.4*).

Expanding SEA Studies: We ask for funding for new courses targeted at professional school students: 1) Interdisciplinary Graduate Course on Healthcare and Disease in SEA - introduces students from Nursing, Public Health, and others to specific, salient, and contemporary issues confronting the region; this is an elective course but will be required for those traveling to SEA with Nursing and Public Health programs (*bp.2*); and 2) Emergency Preparedness: Helping Nursing Students Work in SEA - designed to teach skills needed to manage frequently encountered primary care instances in SEA (*bp.2*). We also request funds for curriculum awards

for non-U-M faculty to integrate SEA-focused content into non-area courses or develop materials on SEA topics. In addition, CSEAS will hire instructors to re-tool two courses: SEAS 215, an interdisciplinary course for undergraduates (see p. 15-16), and SEAS 501, an interdisciplinary course for graduate students that is open to all and required for CSEAS MA students (see p. 8) (*bp.1,2*).

Other projects expand the scholarly discourse on SEA on campus, including 1) Graduate Student Workshops by and for those working on SEA (see p. 10) (*bp.6*); 2) the ASEAN panel at the Asia Business Conference (organized by students in the U-M Ross School of Business) in which international and domestic experts on the region deliver talks on recent research and trends (*bp.6*); 3) the recently created Malaysian Studies Conference, organized by the U-M Malaysian Students Association (most of whom are undergraduates) (*bp.6*); 4) the Conference on Disasters and the Politics of Hazard, a collaboration with U-M's II and inclusive of SEA, the most disaster-prone region of the world, (see p. 34-35; *bp.6*); 5) a conference on healthcare and disease in SEA (see p. 34; *bp.7*); 5) a conference and Write-shop with U.S. and SEA scholars on natural resources and the environment (*bp. 6*); and 6) the CSEAS Noon Lecture Series, which brings in approximately 8 lecturers per year to speak to an open forum on SEA topics (*bp.6*). We also propose a Visiting Artist Residency that brings a SEA artist to campus to teach undergraduate and graduate students (*bp.6*).

U-M Study and Travel in SEA: The spring term SEA language course (see above) will jump-start professional school students who have not studied a SEA language but will be traveling to SEA in the summer. We will encourage students to take the regular SEA language courses upon their return. We request funding for three types of SEA trips. The first is for library acquisitions (*bp.3*), the second for visiting instructors from SEA (*bp.4*), and the third for U-M faculty to

travel to SEA to develop linkages and conduct collaborative research (*bp.4*).

Growing U-M Resources: In order to maintain and grow our resources, we request money for library acquisitions from or about SEA (*bp.4*) and a library assistant to help catalog (*bp.3*). We will also create outreach materials on the web and in print to help orient faculty, students, and the public who are traveling, working, or researching in SEA (*bp.5*).

Reaching Out to K-16 educators: We have several exciting K-16 projects directed at educators: 1) World History and Language Institute (see pp. 27-30; *bp.5*); 2) World Music Course for Music Educators (see pp. 30-31; *bp.2*); 3) University of Puerto Rico (UPR) (see p. 31-32; *bp. 5-6*); and 4) GEEQ for K-12 teachers (see p.31) (*bp.6*).

Linkages with Community Colleges, MSIs, and SEA Institutions: We will build a long-term relationship with UPR (an MSI). Our partnership with MIIIE also links us to many statewide community colleges and MSIs (see pp. 32-33 and letter of support). In addition to co-sponsoring MIIIE summer institutes and providing opportunities for community college teachers to add SEA content to their courses (*bp.5*), we propose a multi-year traveling exhibit to community colleges that will be created with assistance from a community college transfer student (see p. 33).

Community Linkages: The conferences and the lectures mentioned above also serve community enrichment, as they are open to the public. Special note should be made about SEA musical events, as these are particularly well attended by the public and generate new interest (especially among families with children) (*bp.6*). We request funds to co-sponsor a musical troupe from West Sumatra, a concert of traditional and contemporary Vietnamese music, and several Javanese gamelan events. Programs related to U-M's Indonesian gamelan (music, dance, and puppetry) attract hundreds of viewers every year, bring high visibility to the scholarly and pedagogical efforts of our faculty, and have a record of drawing students into the academic study

of Indonesia. (The gamelan even inspired a U-M course in Engineering where students learned about the material and sound properties of Indonesian gongs and then tried to reproduce them in semester-long projects.) We will fund a residency for a visiting SEA artist (*bp. 6*).

Programs for Domestic and International Scholars: U-M resources will be made available through: 1) Two SEA scholars will use our libraries/special collections to refine their research and then present at community colleges (see above); 2) Write-shop on the environment will bring SEA faculty to U-M to produce a publication (p. 38, *bp. 6*) ; and 3) our Academic Sharing Program will fund teachers from community colleges (see p. 33) and other postsecondary institutions to come to U-M and use our resources to develop SEA content for their courses (*bp.6*).

8.B.1. Development Plan: Below we have charted programs in the coming grant cycle to show how they contribute to the development of CSEAS and help in achieving our goals to increase SEA exposure at U-M and make U-M resources on SEA more accessible to others, including non-area experts and other institutions (such as community colleges, MSIs and foreign schools).

SEA Languages: Strengthen SEA Language Program at U-M

Year 1	Year 2	Year 3	Year 4
Shift funding of Thai to U-M, so that two of our languages will be fully funded.	Greater % of Tagalog and Vietnamese funded by U-M (grant % steady, annual increases paid by U-M)	Greater % of Tagalog and Vietnamese funded by U-M (grant % steady, annual increases paid by U-M)	Greater 5 of Tagalog and Vietnamese funded by U-M (grant % steady, annual increases paid by U-M)
Launch pilot Thai language course in May for professional schools to accommodate new partnerships in Thailand	Offer Thai or pilot Indonesian language course in May to accommodate new partnerships in Indonesia	Continue other courses and/or pilot Tagalog course in May for new partnerships in the Philippines	Continue other courses and/or pilot Vietnamese language course in May to accommodate new partnerships in Vietnam
For upcoming year, include financial need in FLAS application process.	Get professional students in intro courses for FLAS eligibility next year	Promote undergraduate FLAS in professional and STEM schools	Promote undergraduate FLAS in professional and STEM schools
Development resources for language lecturers	Development resources for language lecturers	Development resources for language lecturers	Development resources for language lecturers

Expanding Southeast Asian Studies at U-M

Year 1	Year 2	Year 3	Year 4
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Introduce 2 new courses directed at the School of Nursing and School of Public Health	Based on Year 1 courses, assess interest and help to develop other SEA courses for curriculum	Based on Year 1 and 2, assess interest and help to develop other SEA courses for curriculum	Based on prior years, assess interest and help to develop other SEA courses for curriculum
Islamic Studies Program curriculum development	2-year U-M review process	2-year U-M review process	Enroll students
Support Asia Business Conference (ABC), Malaysian Studies Conference	Support ABC, Malaysian Studies Conference	Support ABC, decrease funding for Malaysian Studies Conference and shift to U-M	Support ABC; promote Malaysian Studies conference (funded by U-M)
Conference on Healthcare and Disease in SEA; Write-shop on SEA Environment	Initial document produced from Write-shop	Follow-up Write-shop with same scholars in SEA funded by SEA institution	Document from Write-shop prepared by participants for publication
Noon Lecture Series with 8 speakers	Work to increase audience for Noon Lecture Series	Work to increase audience for Noon Lecture Series	Work to increase audience for Noon Lecture Series

Outreach and Study Abroad

Year 1	Year 2	Year 3	Year 4
Introduce World Music Course, 1 of 2	Introduce World Music Course 2 of 2	Continue World Music Course, 1 of 2	Continue World Music Course 2 of 2
WHaLI - 4 initiatives (see pp. 29-30)	WHaLI - 4 initiatives (see pp. 29-30)	WHaLI - 4 initiatives (see pp. 29-30)	WHaLI - 4 initiatives (see pp. 29-30)
University of Puerto Rico "Gender and Race" (see p. 32)	UPR "Cultures of Violence" (see p. 32)	UPR "Civil Society and Identity Politics" (see p. 32)	UPR "Political Struggles" (see p. 32)
MIIE summer institute	MIIE summer institute	MIIE summer institute	MIIE summer institute
Development of Khmer Rouge traveling exhibit to different community colleges	Finalizing and display of traveling exhibit	Exhibit on display	Exhibit on display (through 2020)
Send 2 teachers to SEA through GEE0	Send 2 teachers to SEA through GEE0	Send 3 teachers to SEA through GEE0	Send 3 teachers to SEA through GEE0
Trip by Nursing and SPH representatives to Indonesia to establish ties	Trip by 3 SPH representatives to Thailand, collaboration with Prince of Songkla University	Trip by 3 SPH representatives to Thailand, collaboration with Prince of Songkla University	Trip by U-M representative to Vietnam or the Philippines

8.B.2. Effective Use of Resources and Personnel: CSEAS has adequate personnel and financial support from U-M, endowments, and grants to support the activities in this proposal, if also granted funding from Title VI (see section 6: Quality of Staff Resources and section 1:

Commitment to the Subject Area). We have timed and planned our efforts over the next 4 years to make them feasible, especially since many projects are being done in collaboration. Proposed faculty projects have buy-in from participants. CSEAS will work with a professional evaluation firm (*bp.5*) and with II staff (*bp.1*) on evaluation and outreach projects.

8.C. Costs of Activities: We have based the costs in our proposal on past experience with similar projects and salaries (*see Budget*).

8.D. Long Term Impact: The proposed programs will strengthen our undergraduate, graduate, and professional schools effectively and in lasting ways. Indeed, many of our programs are intended for all three audiences. The Malaysian Studies Conference, for instance, is primarily organized by undergraduates, but the event attracts faculty and graduate students as well. The Asia Business conference and the new courses are professional school initiatives. The development of our language teachers, spring language course, and expansion of scholarly activities serve all students taking languages. Graduate students will benefit from the creative freedom and intellectual challenge of putting together their own workshops and participating in the higher level conferences, our improved library collections, and interaction with peers from SEA institutions. The professional school students, both undergraduate and graduate, are a new and particularly enthusiastic demographic to target, and the programs proposed here are ones we are very excited about. We have traditionally been strong in political science, history, languages, literature, and the arts. As these strengths continue, we are forming and expanding alliances with the professional schools, and we will be able to attract new students and non-area faculty to SEAS. More faculty and student constituents means more leverage within the university, and our forays into the professional schools will expand our reach, instill the center staff with renewed vigor, and attract more students to our language and area courses.

More specific measures of impact can be found in our evaluation section. Our students' high acceptance rate in advanced language programs, along with their ultimate professional use of the language, offers evidence of the high quality of our language program. Significantly, their success outside of U-M reflects well on our program internally and is integral as we continue to expand our reach on campus and maintain the SEA language program. Further, the success of our alumni not only helps with financial development among that group, it also gives us leverage with donors to establish endowments and other safeguards for our future. With this grant, CSEAS will be stronger within and outside of its institutional borders and truly serve as an NRC.

9. Impact and Evaluation

9.A. Center Impact: One of the major priorities of CSEAS is to increase the presence and prominence of SEAS within the II, the university, and among particularly audiences outside the university. The superb resources for SEA studies, the ability to acquire expertise in four major SEA languages, the capacity to offer student support through FLAS fellowships, and the opportunity to interact with outstanding specialists on other regions in a variety of top-ranked departments help to attract first-rate faculty to U-M. In fact faculty whose major expertise is not SEA are beginning to turn more and more to the study of the region. We have added several faculty who are new to SEAS but fully engaged in the region (Bigelow, Douglas, Meza, Miller, Rozek). This expanded notice will ensure that SEAS will be a force at U-M for years to come.

There is a strong faculty consensus in expanding SEAS in the undergraduate curriculum, particularly for professional school students. As a result of student recruitment efforts by faculty and staff, we have seen an increase in the number of students who take multiple SEA courses and focus on a SEA language. Our language enrollments fluctuate, but we have focused efforts on promoting them through diverse methods, and our constituency continues to grow by word of

mouth. Annual enrollments in non-language courses have remained robust with an average of 867 undergraduates, an increase over our average 4 years ago.

SEAS has also greatly expanded its participation in programs designed to get students, particularly undergraduates, to SEA via study abroad programs, research experiences, and internships. As part of our efforts to integrate study abroad into the curriculum, many of these programs are directly tied to our language courses and SEAS 215 (see p. 15). Students who go on these trips are equipped to make the most of the experience and have an opportunity to build on their time in the region by taking more of our courses. Since 2008 at least 325 undergraduate students participated in some sort of study abroad experience in SEA, while 49 graduate students traveled to SEA (see p. 12). By integrating study abroad experiences into the curriculum we hope to turn these experiences into the building blocks of SEA-centered careers.

Another indication of CSEAS' impact is the number of events that the center organizes and the number of individuals attending those events. In 2012-2013 CSEAS fully or partially sponsored 48 events, and most included outside speakers. Total attendance at CSEAS-sponsored events averages over 3,000 per year. Signature events, such as conferences and the Friday at Noon lectures are filmed and placed on our website multimedia page. These materials provide an excellent resource for Asian studies faculty at postsecondary institutions throughout the country and internationally, and we will continue to provide them and publicize their availability.

CSEAS also devotes significant resources to K-12 outreach. These include talks and events at local schools, participating in teacher training programs, bringing students to U-M campus, and developing curricular materials for K-12 teachers. Over the past 4 years ~1,000 high school students (including repeat participants) have been directly involved in CSEAS events each year. Our World History Initiative (see pp. 27-30) has been so highly received that in this grant cycle

we are expanding it to include more teachers, teachers-in-training, and topics.

CSEAS also has an excellent record of graduating students in a timely fashion and placing them in areas of need. Our MA requirements are flexible enough to allow Foreign Affairs Officers to complete the program, and we have one incoming officer this year. We also held a career information session for undergraduates

SEAS Student Placements	
Further graduate study	37%
Private Sector	12%
International Organizations	2%
Teaching	25%
NGOs	6%
Unknown/not employed	18%

with two officials in from the State Department, Christian M. Castro and Michelle Jones, last year, and have increased interest in foreign service careers among U-M undergraduates. Post-graduation placements for all our students appear in the table.

One of the Center's goals is to increase the number of students entering government service or working to inform public policy. We have a few each year that choose this path (for example, with USAID or the military) and with our stronger connections with the Schools for Public Health, Public Policy, and Urban Planning, we expect to see more as current students graduate.

9.B. Equal Access and Non-Discrimination: U-M has a determined commitment to diversity and non-discrimination in employment and enrollment practices. U-M subscribes to US/ED's GEPA, and is ADA (Americans with Disabilities Act) compliant. CSEAS collaborates with U-M's Center for Educational Outreach whose mission is to increase campus diversity and access to higher education through outreach directed toward under-represented groups in Michigan.

9.C.1. Evaluation Plan: Formative Evaluation Research Associates (FERA), a 100% woman-owned Michigan corporation, DUNS #083426965, will serve as the external independent evaluator for this grant. FERA has provided program evaluation services for 40 years. They have a diverse staff and are committed to the inclusion of groups underrepresented in the field of evaluation and the projects they evaluate. They have experience with higher education and the

evaluation of international projects. FERA will assist CSEAS in addressing our overarching goals regarding serving national need for area studies and language training. We have worked with FERA in developing our Performance Measure Forms (see Appendix III) and will ensure that our evaluation process and results are specific, measurable, attainable, realistic, and timely.

NRC Evaluation Plan: Overarching Evaluation Questions:

- To what extent do CSEAS activities have an impact on the university, community, region & nation?
- To what degree do CSEAS activities address national needs & generate information that is disseminated to the public & other outreach constituencies (K-12 schools, postsecondary institutions, business, and media)?
- To what extent does CSEAS/UM offer SEA language & area studies courses & academic program options?
- To what extent do students, particularly the underrepresented, have need, &/or are pursuing professional or STEM studies, enroll in SEA language & area studies courses, & pursue SEA-focused degrees?
- To what extent are students placed into post-graduate employment, education, & training in areas of national need & into positions using SEA language & area studies skills? How effective are efforts to increase the numbers of students being placed? How can they be improved?
- To what extent does CSEAS increase the capacities of K-16 institutions (including underrepresented)?
- To what extent does SEA achieve project-specific goals identified in its PMFs (App. III)?

FLAS Evaluation Plan: Overarching Evaluation Questions:

- To what extent has U-M's training contributed to improved supply & diversity of SEA specialists?
- To what extent have students, particularly the underrepresented, have need, &/or are pursuing professional or STEM studies pursued intermediate & advanced SEA language classes? How can these efforts be improved?
- To what extent are students placed into post-graduate employment, education, & training in areas of national need & into positions using SEA language & area studies skills? How effective are efforts to increase the numbers of students being placed? How can they be improved?

A combination of quantitative and qualitative methods will be used to evaluate our NRC and FLAS evaluation plans. These include: 1) analysis of university student records and course/certificate offerings; 2) review of student language proficiency test scores; 3) retrospective on-line surveys; 4) documentation of resources disseminated; 5) focus groups; 6) interviews and site visits; and 7) document review.

9.C.2. Use of Recent Evaluations to Improve Program: We continually make adjustments to our programs and activities in response to evaluation data we receive, be it from Rackham Graduate School (through their evaluation of our MA program), faculty and visitors (through surveys on our lecture series and conferences), and students (through formal alumni surveys and informal conversations). For example, in response to a 2008 review of our MA program, we instituted a series of reforms to assist MA students with the transition from coursework to thesis writing and, for many of them, the transition from an MA program to a PhD program. These changes have been successful and allow us to better support our MA students post-graduation. We have also made adjustments to our WHI program to include more teachers and more fields (see pp. 27-30).

9.D. Improved Supply of Specialists: Our consistent enrollments in SEA language and the expected increase in sixth term proficiency for undergraduate language students over the next 4 years will continue to improve the national supply of specialists in SEAS.

9.E.1. Addressing National Needs: SEAS graduates are in high demand and hold positions in higher education, government, and private industry globally. Training received at U-M in SEA language, culture, politics, and history is regularly used in their post-graduate careers (see p. 45).

9.E.2. and 9.F.2 Placing Students According to National Need: We make every effort to ensure that our students, both undergraduate and MA, know about career opportunities in SEAS, and the important work that they can do in this field. This is true for our language students as well as students who may complete one of the non-language degree concentrations in SEAS. We provide them information about postings and job fairs held on campus and involve them in a variety of ways, from organizing events on campus to internships, so that they can build their resumes and their professional skills. Recently, an outreach office of the Central Intelligence Administration contacted the CSEAS administrator to set up a targeted CIA information session to be held on campus. Because all of our language students are studying languages designated as priority languages and our level of instruction is well regarded, these students are in high demand.

9.F.1. FLAS National Needs: All our FLAS awards are for priority languages of SEA.

10. FLAS Awardee Selection Procedures

10.A.1. Advertising Awards: The annual graduate FLAS competition is publicized each Fall through e-mail groups, the CSEAS website, RGS' funding publications, and II's funding website. All U-M FLAS area centers present multiple joint FLAS workshops each Fall, publicized to students in all departments and schools through their graduate fellowship coordinators, who receive a separate presentation.

10.A.2. Timeline of Selection Process: The application deadline for both undergraduate and graduate FLAS awards is January 20, after which CSEAS' faculty selection committee reads applicant files and makes its decisions. These are submitted to II, which negotiates centrally on behalf of all U-M FLAS centers for graduate FLAS tuition matches, from funds provided by II, LSA and RGS. All applicants are notified in March, and awardees are required to respond to award offers by April 15. The undergraduate FLAS competition is a specially targeted publicity campaign, building on what we already do for our First Year Language Award Scholarships.

10.A.3. Awards and Announced Priorities: U-M will begin taking student financial need into consideration for the AY 2015-16 competition and beyond with help from the Financial Aid Office (*FLAS Competitive Priority 1*). 100% of our languages for FLAS awards (Filipino [Tagalog], Indonesian, Thai, Vietnamese) are on the list of priority languages provided by the Department of Education (*FLAS Competitive Priority 2*).

10.B Application Process: Application forms and FAQs are available online. Applicants submit an application form; a statement of purpose outlining need for language and area studies training as it relates to their academic and career goals; 3 letters of recommendation (including one from a language instructor); language self-assessment; college-level transcript(s); and, for graduate-level applicants, standardized test scores (GRE, GMAT, and/or LSAT). Applicants for both graduate and undergraduate FLAS awards will be strongly encouraged to fill out a federal Free Application for Federal Student Aid and include an expected family contribution amount as part of their application if they wish to be considered for a preference based on financial need. FLAS applications are submitted electronically unless the applicant requests and receives advance approval to submit a paper application.

10.C.1. Selection Committee: CSEAS' faculty selection committee is made up of 4 faculty members: the center director, and 3 additional, from the humanities, social sciences, and a professional school, representing different countries/languages and rotating so that each member, except the director, serves no more than once in 3 years.

10.C.2. Selection Criteria: Graduate student selection criteria are: 1) quality of applicant and his/her potential impact within his/her field of professional interest; 2) relevance of language training to his/her academic and professional goals; 3) some priority to Masters students who are more likely to pursue government service or enter a professional field (48% of CSEAS' FLAS awards went to MAs in 2006-10); 4) some priority for students pursuing advanced language proficiency (57% of CSEAS' FLAS awards 2006-10); 5) discipline and language diversity; 6) student's financial need.

Selection criteria for the undergraduate FLAS awards is similar: 1) quality of applicant and his/her potential impact within his/her field of professional interest; 2) relevance of language training to his/her academic and professional goals; 3) demonstrated interest in or commitment to area studies, international studies, or the international aspects of a professional studies program; 4) student's financial need; and 5) some priority will be given for advanced level study, though intermediate level will also be considered.

Beginning with awards for AY 2015-16, for applicants for undergraduate and graduate FLAS fellowships with similar credentials based on these criteria, preference will be given to those who demonstrate financial need (*FLAS Competitive Priority 1*). The committee will be instructed to use need to give a final ranking when two or more applicants are roughly equal.

Competitive Preference Priorities

NRC Competitive Preference Priority 1

- University of Puerto Rico collaboration (see pp. 31-32)
- Midwest Institute for International and Intercultural Education collaboration (see pp. 32-33)
- 4-year traveling exhibit to community colleges on a SEA topic that will be created with assistance from a community college transfer student (see p. 33)
- Visiting SEA scholars to MI community colleges to give class presentations on topics not covered by their faculty (see p. 33)

NRC Competitive Preference Priority 2

- World History and Literature Institute (see pp. 27-30)
- World Music Course for Music Educators (see p. 30-31)
- University of Puerto Rico collaboration (see p. 31-32)

NRC Invitational Priority

- Healthcare and related fields collaborative projects in Indonesia and Thailand
- Visiting instructors from SEA institutions
- Visiting scholars from SEA institutions
- Write-shop on collaborative research in environmental science (see p. 38)

FLAS Competitive Preference Priority 1

- We will use financial need as one of the selection criteria for awards

FLAS Competitive Preference Priority 2

- All our FLAS awards go to study of a DoE priority language of SEA

FLAS Invitational Priority

- All our FLAS awards go to study of a DoE priority language of SEA



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/19/2014

Name of Institution/Organization
University of Michigan / Center for Southeast Asian Studies

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	78,745	132,457	125,484	129,330		466,016
2. Fringe Benefits	21,844	38,955	36,794	37,986		135,579
3. Travel	32,000	23,900	29,900	20,000		105,800
4. Equipment						
5. Supplies	14,250	13,250	14,250	13,250		55,000
6. Contractual						
7. Construction						
8. Other	77,000	39,700	31,600	33,600		181,900
9. Total Direct Costs (lines 1-8)	223,839	248,263	238,028	234,165		944,295
10. Indirect Costs*	17,907	19,861	19,042	18,733		75,543
11. Training Stipends	388,500	388,500	388,500	388,500		1,554,000
12. Total Costs (lines 9-11)	630,246	656,624	645,570	641,399		2,573,839

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ED ☒ Other (please specify): DHHS The Indirect Cost Rate is 55.5%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

FLAS% Is included in your approved Indirect Cost Rate Agreement? or ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8% NRC, 0%

Name of Institution/Organization University of Michigan / Center for Southeast Asian Studies		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						
SECTION C – BUDGET NARRATIVE (see instructions)						

University of Michigan Southeast Asia National Resource Center Proposed Budget for FY 2014-2017

A. SALARIES

1. Administrative (Narr. p. 26) (Note A)

Center Administrator, K. Wright (Narr., p. 24) (45% of salary; 90% SEA year 1; 50% of salary; 100% SEA years 2-4)	(31% fringes: 6,861 , 7,775 , 7,931 , 8,089)	22,131	25,081	25,583	26,094
Student Services, N. Becker (Narr., p. 26) (16% of salary; 30% SEA)	(31% fringes: 2,435 2,483 2,533 2,584)	7,854	8,011	8,171	8,335
Subtotal, Administrative Salaries		29,985	33,092	33,754	34,429

2. Language Instruction (narr., pp.16-20) (Note B)

Filipino: All levels Lecturer, Zenaida Fulgencio (65% of salary; 100% SEA. Negotiating to decrease each year)	(31% fringes: 0 , 6,947 , 6,947 , 6,947)	0	22,409	22,409	22,409
Vietnamese: All levels Lecturer, Thuy'Anh Thi Nguyen (65% of salary; 100% SEA. Negotiating to decrease each year)	(31% fringes: 0 , 8,536 , 8,536 , 8,536)	0	27,536	27,536	27,536
Integrating Languages into Professional Curriculum Lecturer, Various Salary for specialized 2 credit language course in Spring term designed for professional school students (31% fringes: 1,550 1,550 1,550 1,550)		5,000	5,000	5,000	5,000
Subtotal, Language Instruction		5,000	54,945	54,945	54,945

3. Area Instruction (Note B)

A. Integrating Southeast Asia into the Curriculum (Narr., pp. 33-34, 37)

Funds for the purpose of integrating SEA-focused content into non-area courses. Awards will be made for student research assistance or research materials on SEA topics. Year one funds will go to Thuy'Anh Thi Nguyen to develop Vietnamese language curriculum for professional school students \$15/hr X 30 hrs (8% fringes: 200 40 40 40)	2,500	500	500	500
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B. Interdisciplinary Undergraduate Course on Contemporary Issues in Southeast Asia SEAS 215 (narr., pp. 8, 13, 15, 38)

Thematic modules designed to attract pre-professional undergraduates and focused on contemporary issues Course Lecturer, TBA (31% fringes: 0 , 2,170 , 0 , 2,170)	0	7,000	0	7,000
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C. Interdisciplinary Graduate Course on Southeast Asian Studies SEAS 501 (Narr., pp. 8, 13, 38)

Fall course SEAS 501 : Introduction to SEA Studies
Course Lecturer, TBA

(31% fringes: 2,170 , 2,170 , 2,170 , 2,170)

7,000

7,000

7,000

7,000

D. Interdisciplinary Graduate Course on Healthcare and Disease in Southeast Asia (Narr., p. 37)

Winter 2015 course to be held in same semester as international interdisciplinary conference on healthcare, disease, public health, and health policy. Students will have opportunity to participate in conference and conference organizing.
Course Lecturer, A. Bigelow, School of Nursing

(31% fringes: 2,170 0 0 0)

7,000

0

0

0

E. Mini-course for Emergency Preparedness: Helping Nursing Students work in Southeast Asia (Narr., p. 37)

Course for health care providers and students to learn skills needed to manage frequently encountered primary care in locations such as Southeast Asia, such as: anesthesia, abscess I & D, handling ingrown toenails including nail removal, paronychia management, subungual hematoma release, suturing, wound and burn care, foreign body removal, orthopedics (principles of casting/splinting, subluxation/joint dislocation/reduction) and other minor procedures. Use of these techniques in developing countries is discussed.
Course Lecturer: A. Bigelow, School of Nursing

(31% fringes: 1,085 0 0 0)

3,500

0

0

0

F. International Institutional Collaboration: Visiting Instructor from SEA (Narr., p. 38)

Partial salary for one faculty visitor from collaborating SEA institution to teach one or more courses, and to further his or her own research. Financial collaboration with relevant U-M unit.
Course Lecturer, TBA

(31% fringes: 0 , 1,550 , 1,550 , 0)

0

5,000

5,000

0

International airfare and per diem from SEA @ \$2500 is noted in Travel Section below

G. International Institutional Collaboration: U-M Faculty to SEA (Narr., p. 39)

Faculty travel to SEA to facilitate collaborations with SEA institutions, may include accompanying and teaching U-M undergraduates who are on for-credit study-travel courses that will be jointly offered with local instructors and students.
Partial salary contribution for 1 U-M faculty, TBA

(31% fringes: 0 , 930 , 0 , 930)

0

3,000

0

3,000

International airfare, lodging and per diem in SEA @ \$2500 is noted in Travel Section below

Abs.

H. International Instruction in World Music (Narr., p. 30)

Faculty instruction of a summer course in World Music for Music Educators enrolled in Music Education Masters' Degree
Partial salary contribution for 1 U-M faculty, TBA

(31% fringes: 651 0 651 0)

2,100

0

2,100

0

Subtotal, Area Instruction

22,100

22,500

14,600

17,500

4. Outreach Personnel

Abs.	Evaluation and Outreach Assistant, TBD 25% of salary; 100% SEA	(31% fringes	3,100	3,162	3,225	3,290)	10,000	10,200	10,404	10,612
	Student Assistance for Outreach Projects \$12/hr x 10 hrs/wk x 28 wks; 100% SEA	(8% fringes:	269	269	269	269)	3,360	3,360	3,360	3,360
Abs.	University of Puerto Rico Initiative Coordinator Jose Hernandez (Narr., 31-32) 25 hours @ \$20/hr	(8% fringes:	40	40	40	40)	500	500	500	500
	World History Initiative, School of Education Coordinator, TBA (Narr., pp. 27-30) \$15/hour; 200 hours/year; (100% SEA)	(31% fringes:	930	949	968	987)	3000	3,060	3,121	3,184

5. Library Personnel

Library assistant, TBA	(100% time spent on SEA)	(8% fringes:	384 ,	384 ,	384)	4,800			
\$12/hr X 400 hrs/year						4,800			
Subtotal, Outreach & Library Personnel						21,660	21,920	22,185	22,456

SALARIES SUBTOTAL

SALARIES SUBTOTAL	78,745	132,457	125,484	129,330
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B. FRINGE BENEFITS

Professional/Staff Salaries @ 31%			
Year 1 Total:	20,951		
Year 2 Total:	38,222		
Year 3 Total:	36,061		
Year 4 Total:	37,253		
Part time Assistance @ 8%			
Year 1 Total:	893		
Year 2 Total:	733		
Year 3 Total:	733		
Year 4 Total:	733		

FRINGE BENEFITS SUBTOTAL

FRINGE BENEFITS SUBTOTAL	21,844	38,955	36,794	37,986
SALARIES AND FRINGE BENEFITS SUBTOTAL	100,589	171,413	162,278	167,315

C. TRAVEL

6. Foreign Travel

A. Library Acquisitions trip, Bibliographer F.S. Go (Narr., p. 38)				
Partial support for travel, lodging and maintenance	5,000	5,000	5,000	5,000

Inv.	B. International Institutional Collaboration: Visiting Instructor/Artist in residence from SEA (Narr., p. 39-40)				
	Visiting Artist in Residence, years 1 and 4 (see budget line 13B, bp. 6); Visiting Instructor, years 2 and 3 (see budget line 3F, bp. 2); International airfare from SEA, ground transport @ \$3000.	3,000	3,000	3,000	3,000
Inv.	International Institutional Collaboration: U-M Faculty to SEA (Narr., p. 38-39)				
	International airfare, lodging and per diem in Indonesia @ \$3000 for K. Wright, A. Bigelow and L. Rozek to develop international health collaboration in Indonesia in year 1; International airfare to Thailand @ \$2300 for three faculty from U-M School of Public Health to develop international health collaboration with Prince of Songkla University in years 2-3. International airfare, lodging, and per diem in SEA @ \$3000 for U-M faculty member in year 4.	9,000	6,900	6,900	3,000
7. Domestic Travel					
Abs.	A. NRC Related Workshops and Conferences				
	Estimated travel, lodging and per diem for 2 faculty/staff @ \$1500 each. Year 1: CSEAS director travel to NRC Director's meeting, Washington, D.C.	3,000	3,000	3,000	3,000
Abs.	B. Professional Development Workshops for Language Faculty (Narr., p. 19, 37)				
	Registration, travel, lodging and maintenance for 4 lecturers @ \$1500/each to attend workshops and conferences related to training on language pedagogy and assessments	6,000	6,000	6,000	6,000
Abs.	C. Outreach Related Workshops (Narr., p. 31-32)				
	Travel, lodging and maintenance for 1 faculty and 3 graduate students to participate in University of Puerto Rico Outreach Workshop. \$1500 each in years 1 and 3	6,000		6,000	
TRAVEL SUBTOTAL		32,000	23,900	29,900	20,000
D. SUPPLIES					
8. Library Acquisitions					
9.	Books, limited edition publications, electronic media, and public film-showing permissions (Narr. p. 20-23, 39)	5,000	5,000	5,000	5,000
	9. Office Supplies, mailing, communications, copying				
10.	A. Newsletters (Design for two newsletters per year, printing and mailing for one newsletter per year)	3,500	3,500	3,500	3,500
	B. MA marketing and Undergraduate course offerings outreach	2,000	2,000	2,000	2,000
10.	C. Communication with alumni and community, letterhead and stationary	1,500	1,500	1,500	1,500
	10. NRC Web Portal				
10.	Contribution to maintenance of NRC Web Portal hosted at Duke University	250	250	250	250

11. Outreach Materials

A. Design and production of Introducing Southeast Asia orientation materials (web and print) for faculty, students, and the public who plan on traveling, working, or researching in Southeast Asia. Mainland Southeast Asia will be completed in year 1, Island Southeast Asia in year 3. (Narr., p. 39)

Abs.,
NRC
2. B. Supplies for World History-Literature Institute, including books for distribution for teachers. (Narr., p. 28-30)

SUPPLIES SUBTOTAL

E. OTHER

12. Evaluation

Professional Evaluation Service for Outreach and Education projects (Narr., p. 45)
Professional Service Fee, Formative Evaluation Research Associates

13. Outreach

A. K-16 Outreach

Abs.,
NRC 2 World History and Literature Initiative (WHLI) for Teachers
Curriculum Development Workshops and Classroom Implementation (Narr., p. 27-30)

Presentations by faculty on world history and literature and new approaches to pedagogy to teachers during 3 day-long workshops. Teachers will develop and pilot curriculum units. [In collaboration with U-M area centers (Africa, East Asia, Europe, Latin America and the Caribbean, Middle East and North Africa, Russia and East Europe, South Asia), and U-M's SOE]
Professional service fee for 1 presenter @ \$300; 2 workshops per year
Taping/editing/web development/online streaming

Abs.,
NRC 1 Collaboration with Midwest Institute for International and Intercultural Education (MIIIE) (Narr., p. 32-33)

Support for one workshop per year with curriculum development modules on SEA Development of traveling exhibit on Khmer Rouge Genocide, in collaboration with U-M faculty member Nick Rine.
International travel, ground transportation, SEVIS fee for SEA scholars to guest lecture at community colleges and Eastern Michigan University (an MSI). 2 scholars in yr 1; 1 scholar in years 2-4 @ \$2000

Abs.
University of Puerto Rico Continuing Development for Educators Curriculum Development Workshops and Classroom Implementation (Narr., p. 31-32)

1,000		1,000	
1,000	1,000	1,000	1,000
14,250	13,250	14,250	13,250
8,000	8,000	8,000	8,000
600	600	600	600
500	500	500	500
2,500	2,500	2,500	2,500
500			
4,000	2,000	2,000	2,000

Presentations by faculty and advanced doctoral students on thematic content and new approaches to pedagogy to teachers during 3 day-long workshops. [In collaboration with UM area centers (Africa, East Asia, Europe, Latin America and the Caribbean, Middle East and North Africa, Russia and East Europe, South Asia)]. *Travel is noted in budget line 7C.*

Stipend for lodging, meals, and professional service fee for 2 presenters @ \$1500 each

Abs.

Teacher Exploration Travel (Narr., p. 31)

Travel subvention for local MI K-12 educators to join Global Exploration for Educators Organization (GEEO) educational tour of Southeast Asia.

\$500 per teacher for two teachers

3,000	3,000	3,000	3,000
1,000	1,000	1,000	1,000

Abs.

Academic Sharing Program (Narr., pp. 33, 40)

Funds for travel, lodging, meals and duplicating costs

1,000	1,000	1,000	1,000
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B. International, Regional, and Campus Outreach

Conference and Write-shop for U.S.-SEA collaborative research (Narr., p. 38)

Funds for six Southeast Asian scholars (travel, lodging, meals)

Researchers will participate in panel discussions and collaborate with US based scholars on collective research

12,000

Noon Lecture Series (Narr., p. 38)

Professional service fee for approx 8 speakers/yr estimated at \$250/speaker;

Domestic/ international travel, lodging and per diem estimated at \$750/speaker X 8 speakers/year

2,000	2,000	2,000	2,000
6,000	6,000	6,000	6,000

Southeast Asian Musical Events (Narr., p. 39)

Year 1: Van-Anh Vanessa Vo, Vietnamese musical performer (\$1,500; partial support for visit); Musical troupe of 12 from West Sumatra, in collaboration with Indonesian Embassy (\$2,000, partial support for visit). Year 2: Inaugural concert in newly dedicated space for gamelan involving three invited musicians from Java. Year 3: Short residency for a master gamelan musician for concert and master classes for students.

Air travel, ground transportation, lodging, meals

Professional Service Fee

3,500	5,600	2,000
5,000	4,500	1,500

Visiting Artist Residency (Narr., p. 38)

Funds for professional service fee for 6-week visiting Javanese Gamelan artist's residenc

3,000		3,000
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Introducing Southeast Asia: Language and Cultural orientation workshop (Narr., 38)

Spring workshop on SEA language and culture to orient U-M students spending time in the region during the summer.

Year 1 for Thailand, Year 2 Vietnam, Year 3 Indonesia, Year 4 Philippines

Professional Service fee for presenter

500	500	500	500
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Graduate Student Workshops (Narr., p. 38)

Workshop to be organized by graduate students working on Southeast Asia

Partial support for expenses including travel, lodging, publicity @ \$1000

	1,000		1,000
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C. Conferences

Asia Business Conference (Narr., pp. 38)

Winter conference to be organized by students in Ross School of Business

Partial support for ASEAN panel expenses: travel, lodging, publicity, facility rentals @ \$500/year

500	500	500	500
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Malaysian Studies Conference (Narr., pp. 38)
Partial support for winter conference on Malaysian Studies to be organized by Malaysian Students Association

1,000 1,000 500

Interdisciplinary conference: States of Emergency: Disasters and the Politics of Hazard (Narr., pp. 34-35)

The central theme of this conference is the political and cultural role of, and historical transformations produced by, catastrophes ("natural" disasters). One of the unifying threads is the intersection of local stories with wider, especially cross-border, trans-regional, and transnational flows and connections, including a wide range of political, economic, social, and cultural networks and relationships. Specific disciplines of interest include: urban planning, environmental policy, political science, ethnic/class relations, economics, technical and scientific assistance, emergency relief and rebuilding, colonial/postcolonial politics, rhetorics of recovery, and literary or artistic retellings. In collaboration with U-M's International Institute and NRCs.

Professional Service Fee for 1 presenter in Year 4@ \$300
Airfare, ground, lodging, meals @ \$1700 for 1 presenter

300
1,700

INV. **Interdisciplinary Conference: Healthcare and Disease in Southeast Asia (Narr., pp. 34)**

U-M Conference will explore research on healthcare, disease, public health, and health policy in Southeast Asia. The conference will bring together specialists from U-M and elsewhere together in the health sciences, including nursing, public health and social work as well as medicine, to address emerging concerns about health in the region, building on topics discussed in June 2014 meeting at Prince of Songkla University, Hat Yai, Thailand. Topics to include: lessons from Tobacco Control in Thailand, Changing Trends in Cancer Incidence, and Population Health: Clinical and Epidemiologic Aspects.

Conference materials, filming, room rental
Professional service fee for 2 keynote speakers in Year 1 @ \$750
Domestic travel, lodging and meals estimated @ \$1250 for six participants
Foreign travel, lodging and meals estimated @ \$2150 for six participants

500
1,500
7,500
12,900

OTHER SUBTOTAL

77,000 39,700 31,600 33,600

TOTAL DIRECT COST FOR CENTER SUPPORT

223,839 248,263 238,028 234,165

INDIRECT COST @ 8% OF ALL DIRECT COSTS

17,907 19,861 19,042 18,733

TOTAL CENTER SUPPORT REQUESTED

241,746 268,124 257,070 252,899

Figures are rounded to the nearest dollar throughout the budget
Note A: Figures are based on 12-month salaries for 2014-15 with anticipated annual increases of 2%
Note B: Figures are based on Academic-Year salaries for 2014-15 with anticipated annual increases of 2%
Abs.: Indicates initiatives for which NRC Absolute Priority is addressed
NRC 1: Indicates initiatives for which the NRC Competitive Priority 1 is addressed
NRC 2: Indicates initiatives for which the NRC Competitive Priority 2 is addressed
Inv.: Indicates initiatives for which NRC Invitational Priority is addressed

University of Michigan Southeast Asia National Resource Center
Foreign Language and Area Studies Fellowship Program

Proposed Budget for period
AUGUST 15, 2014 - AUGUST 14, 2018

	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18
Academic Year Award				
Graduate Student				
<u>Institutional Payment</u>				
7 Students @ \$18,000/each	\$126,000	\$126,000	\$126,000	\$126,000
<u>Subsistence Allowance</u>				
7 Students @ \$15,000/each	\$105,000	\$105,000	\$105,000	\$105,000
Undergraduate Student				
<u>Institutional Payment</u>				
8 Students @ \$10,000/each	\$80,000	\$80,000	\$80,000	\$80,000
<u>Subsistence Allowance</u>				
8 Students @ \$5,000/each	\$40,000	\$40,000	\$40,000	\$40,000
Subtotal Academic Year Fellowships	\$351,000	\$351,000	\$351,000	\$351,000
Summer Award				
<u>Institutional Payment</u>				
5 Students @ \$5,000/each	\$25,000	\$25,000	\$25,000	\$25,000
<u>Subsistence Allowance</u>				
5 Students @ \$2,500/each	\$12,500	\$12,500	\$12,500	\$12,500
Subtotal Summer Fellowships	\$37,500	\$37,500	\$37,500	\$37,500
TOTAL FLAS BUDGET REQUEST	\$388,500	\$388,500	\$388,500	\$388,500

Seminar in Cultural and Comparative Studies of Asia Practicum in Asian Studies	Course Number	Instructor	Term	Contact	2011-2012	2012-2013	2013-2014	Offered			
			Offered	Hrs/Wk	UG	G	UG	G	2014-15		
	AS/IAN 550.001	Florida	Fall	3	0	8	x	x	0	7	
	AS/IAN 551.001	Baxter	Winter	3	x	x	x	x	0	5	

English

Islam in the Indian Ocean through Different Genres	ENGLISH 125.014	Birchok	Fall	4	18	0	x	x	x	x
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History

The Writing of History: Maps and Magic	HISTORY 195.002	Sullivan	Winter	4	x	x	15	0	x	x
Geographies of Modern Southeast Asia										
Introduction to Southeast Asian Civilizations	HISTORY 207.001	Lieberman	Fall/Winter	4	44	0	37	0	x	x
	ASIAN 207.001				17	0	31	0	x	x
20th Century American Wars as Social and Personal Experience	HISTORY 266.001	Marwil	Fall	4	x	x	93	0	x	x
Cities and History	HISTORY 397.006	Mrazek	Fall	3	13	1	x	x	x	x
History of Late Colonial Southeast Asia, 1780-1942	HISTORY 452.001	Mrazek	Fall	3	x	x	4	0	x	x
	SEAS 452.001				x	x	6	0	x	x
History of Post-Colonial Southeast Asia: 1942-2000	HISTORY 453.001	Mrazek	Fall	3	3	1	x	x	x	x
	SEAS 453.001				5	2	x	x	x	x
Precolonial Southeast Asia	HISTORY 469.001	Lieberman	Fall	3	x	x	3	0	5	0
Readings on Postcolonial Southeast Asia	HISTORY 674.001	Lieberman	Fall	3	x	x	0	3	x	x
Problems in Early Southeast Asian History	HISTORY 698.004	Lieberman	Fall	3	x	x	x	x	0	5
Topics in History: Pre-Colonial South East Asia	HISTORY 698.009	Lieberman	Fall	3	x	x	0	3	x	x

History of Art

Introduction to Contemporary Art in Southeast Asia	HISTART 489.001/689.001	Kee	Fall	3	x	x	x	x	6	2
Modern Asian Art	HISTART 383.001	Kee	Winter	3	x	x	x	x	45	0

International and Comparative Studies

International Studies Advanced Seminar: Islam, Media and Globalization	CICS 401.002	Hoesterey	Winter	3	31	0	x	x	x	x
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Law

Law and Development (25% SEA)	LAW 777.001	Rine	Winter	1	0	20	0	15	0	16
Law and Development Research (25% SEA)	LAW 778.001	Rine	Winter	1	0	20	0	14	0	17

Musicology

Introduction to World Music (25% SEA)	MUSICOL 122	Ho	Winter	3	x	x	46	0	43	0
Music and Islam	MUSICOL 343.001	Ho	Fall	3	x	x	25	0	x	x

Key: * = course taught with Title VI funds

Course Number		Instructor	Term Offered	Contact Hrs/Wk	2011-2012 UG	2012-2013 UG	2013-2014 UG	2014-15 G	Offered			
Sociology												
First Year Seminar : Population, Development, and Environment			SOC 105.001	Ness	Winter	3	20	0	x	x	x	
Culture and Consumption			SOC 415.001	Wherry	Fall	3	55	1	x	x	x	
			SEAS 455.001			3	0	1	x	x	x	
Culture, Markets and Globalization			SOC 102.020	Wherry	Winter	4	132	0	x	x	x	
Southeast Asian Studies												
Contemporary Social Issues in Southeast Asia*			SEAS 215.001	Hoesterey	Winter	3	25	0	34	0	x	x
Malaysian Literature In English			SEAS 450.001	Gabriel	Winter	1	x	x	x	x	8	1
Introduction to Southeast Asian Studies*			SEAS 501.001	Multiple	Fall	3	2	8	1	2	1	1
Research Proposal on Southeast Asia			SEAS 502.001	Rine	Winter	1	0	4	0	2	x	x
SEA MA Research Prep (IND)			SEAS 502.024	Rine	Winter	1	x	x	0	2	x	x
Independent Study of Southeast Asia			SEAS 698.010	Multiple	Winter	1 to 6	x	x	0	2	x	x
Topics in Southeast Asian Studies												
Independent Study: SE Asia												
			SEAS 698.004	Castro	Winter	1 to 6	x	x	x	0	1	
			SEAS 698.010	Hicken	Fall	1 to 6	x	x	0	2	x	x
			SEAS 698.021	Ness	Winter	1 to 6	x	x	0	1	x	x
			SEAS 698.038	Mendoza	Winter	1 to 6	x	x	0	1	x	x
Independent Study SE Asian MA Essay			SEAS 798.010	Hicken	Fall	1 to 6	0	1	0	1	x	x
			SEAS 798.035	de la Cruz	Winter	1 to 6	x	x	x	0	0	1
Strategy												
Business in Asia (33% SEA)			STRATEGY 584.001	Lim	Fall	3	0	73	0	71	0	55
The World Economy (33% SEA)			STRATEGY 503.001	Lim	Winter	1.5	0	334	0	301	0	271
University Courses												
History, Memory, and Trauma in Comparative Perspective			UC 254.004	Florida	Winter	3	x	x	x	x	16	0
Urban Planning												
Planning in Developing Countries			UP 658.001	Shatkin	Fall	3	0	17	x	x	x	x
Summer Studio Abroad: Futures of Hypercomplexity			ARCH 409/506	Miller	Sp	3	x	x	x	x	2	7
Women's Studies												
Strange Gay Films			WOMENSTD 698.001	Caron	Winter	3	x	x	x	x	0	2

Key: * = course taught with Title VI funds

APPENDIX II

PROFILES FOR PROJECT PERSONNEL

BIOGRAPHER, FACULTY AFFILIATES, AND EVALUATORS

*B: Burma, C: Cambodia, ET: East Timor, I: Indonesia, L: Laos, M: Malaysia, P: Philippines, S: Singapore, T: Thailand, V: Vietnam, SEA: Southeast Asia // *Regular lecturer or clinical appointment*

Christi-Anne Castro, Director of Southeast Asian Studies, 60% P	5
COLLEGE OF LITERATURE, SCIENCES AND THE ARTS	
<u>American Culture</u>	
*Emily Lawsins, 25% P	15
<u>Anthropology</u>	
Webb Keane, George Herbert Mead Collegiate Professor, 75% I	12
Stuart Kirsch, Associate Professor, 20% I, ET	13
Carla Sinopoli, Professor and Director, Museum of Archaeology, 15% SEA	25
Henry Wright, Professor, 10% B, T	26
<u>Asian Languages and Cultures</u>	
*Agustini, 100% I	1
Deirdre de la Cruz, Assistant Professor, 75% P	6
Nancy Florida, Professor, 100% I	8
*Zenaida Fulgencio, 100%, P	9
*Montatip Krishnamra, 100% T	14
Donald Lopez, Arthur E. Link Distinguished Professor of Buddhist Studies, 30% SEA	16
*Thuy-Anh Thi Nguyen, 100% V	21
Esperanza Ramirez-Christensen, Emerita Professor, 10% P	23
<u>English Literature</u>	
Victor Mendoza, Assistant Professor (see also Women's Studies), 30% P	17
Susan Najita, Associate Professor 15% SEA	20
<u>History</u>	
Victor Lieberman, Professor, 100% B, SEA	15
Rudolf Mrazek, Emeritus Professor, 100% I	19
<u>History of Art</u>	
Joan Kee, Associate Professor, 25% I, S, T	13
<u>Political Science</u>	
Yuen Yuen Ang, Assistant Professor, 10% SEA	2
Allen Hicken, Associate Professor, 75% C, P, T	10
<u>Sociology</u>	
John Knodel, Professor Emeritus, 100% C, T	14
Gayl D. Ness, Professor Emeritus, 50% M, P, T	21

Lois Verbrugge, Research Professor Emerita, 20% <i>M, S</i>	26
<u>Statistics</u>	
*Shyamala Nagaraj, 5% <i>M</i>	20
<u>Women's Studies</u>	
Victor Mendoza, Assistant Professor (see also English), 30% <i>P</i>	17
FORD SCHOOL OF PUBLIC POLICY	
John Ciorciari, Assistant Professor, 50% <i>C</i>	6
*Sharon Maccini, 25% <i>P</i>	17
Dean Yang, Associate Professor and in Economics, 25% <i>P</i>	27
LAW SCHOOL	
Steven Ratner, Professor, 10% <i>C, ET</i>	23
*Nicholas Rine, Clinical Professor, 25% <i>C</i>	24
LIBRARY	
Fe Susan Go, Librarian, 100% <i>SEA</i>	10
PENNY W. STAMPS SCHOOL OF ART AND DESIGN	
Irina Aristarkhova, Associate professor, 15% <i>S</i>	3
Gunalan Nadarajan, Dean and Professor, 25% <i>S</i>	19
ROSS SCHOOL OF BUSINESS	
Anocha Aribarg, Associate professor, 15% <i>T</i>	2
Aneel Karnani, Associate Professor, 15% <i>S</i>	12
Linda Yuen-Ching Lim, Professor, 75% <i>B, C, I, S, M</i>	16
Amy Nguyen-Chyung, Assistant Professor, 10% <i>V</i>	22
Priscilla Rogers, Associate Professor, 50% <i>S</i>	24
SCHOOL OF MUSIC, THEATRE AND DANCE	
Judith Becker, Professor Emerita, 80% <i>B, I, M</i>	3
Christi-Anne Castro, Associate Professor, 60% <i>P</i>	5
Beth Genné, Professor, 15%, <i>I</i>	9
Meilu Ho, Assistant Professor, 30% <i>M</i>	11
Susan Pratt Walton, Lecturer and in the Residential College, 80% <i>I*</i>	
SCHOOL OF NATURAL RESOURCES AND THE ENVIRONMENT	
Arun Agrawal, Professor, 10% <i>I, T</i>	1
James Diana, Professor, 25% <i>I, T</i>	7
SCHOOL OF NURSING	
*April Bigelow, Clinical Assistant Professor, 25%, <i>T</i>	4
SCHOOL OF PUBLIC HEALTH	
*Clifford Douglas, 15%, <i>T</i>	7

Kathleen Ford, Research Scientist, 75% <i>I, T</i>	8
Rafael Meza, Assistant Professor, 30% <i>T</i>	18
Laura Rozek, Associate Professor, 25% <i>T</i>	25
SCHOOL OF SOCIAL WORK	
Berit Ingersoll-Dayton, Professor, 20% <i>T</i>	11
TAUBMAN COLLEGE OF ARCHITECTURE AND URBAN PLANNING	
Meredith Miller, Assistant Professor, 25% <i>T</i>	18
PROJECT EVALUATORS	
Amy Fox McNulty, FERA	28
Karen Tice, FERA	28

Arun Agrawal Professor of Natural Resource School of Natural Resources and Environment Faculty Associate, Center for Political Studies, Institute for Social Research		Ph.D. Duke University, 1992 M.A. Duke University, 1988 M.B.A. Indian Institute of Management, 1985 B.A. Delhi University, 1983
Overseas Research Experience: India, Nepal, Yemen, Vietnam, Thailand, Indonesia, Cambodia Language Proficiency: Hindi = 5 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 10%		
Research/Teaching Specializations: Environmental studies; political economy; comparative politics; development studies; climate change, adaptation and livelihoods	Southeast Asia Courses Taught: Environment and Development; Social Theory and the Environment; Protected Areas and Community-Based Conservation; International Environmental Policy	
Number of Dissertations Supervised: 8		
Recent Publications: Adhikari, B. and Arun Agrawal. "Understanding the social and ecological outcomes of PES projects: A review and an analysis." Conservation and Society; 11(4) 359-374 (2013). Newton, Peter, Arun Agrawal, Lini Wollenberg.. "Enhancing the sustainability of agricultural and commodity supply chains on agriculture-forest frontiers." Global Environmental Change; 23: 1761-1772 (2013). Nolte, Christophe, Arun Agrawal, B. Soares-Filho, K. Silvius."Governance regime and location influence avoided deforestation success of protected areas in the Brazilian Amazon." PNAS doi/10.1073/pnas.1214786110. 2013. Agrawal, Arun, Nicolas Perrin, Ashwini Chhatre, Catherine Benson, and Minna Kononen. "Climate Policy Processes, Local Institutions, and Adaptation Actions: Mechanisms of Translation and Influence." WIREs Climate Change; 3(6) 565-579 (2012). Agrawal, Arun, Daniel Nepstad, and Ashwini Chhatre. "Reducing Emissions from Deforestation and Forest Degradation." Annual Review of Environment and Resources 76: 373-96 (2011). "Forest Commons and Enforcement Proceedings of the National Academy of Sciences." 105(36): 13286-91. (2008). With Ashwini Chhatre.		
Academic Experience, Awards, Honors and Distinctions: John Simon Guggenheim Foundation Fellow (2011-12).		

Agustini Indonesian Lecturer, Director of the Southeast Asian Language Program Department of Asian Languages and Cultures College of Language, Science, and the Arts	M.A. Arizona State University, 2007 B.A. Sanata Dharma University, 2000
Overseas Research Experience: Indonesia Language Proficiency: Indonesian = 5, Chinese = 4, Javanese = 2 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100%	
Research/Teaching Specializations: Use of technology and multimedia in language teaching; foreign language linguistics; communicative approach in language teaching; cross-cultural pragmatics (Indonesian and English); intercultural language competence	Southeast Asia Courses Taught: First Year Indonesian, semesters 1 and 2; Second Year Indonesian, semesters 1 and 2; Advanced Indonesian, semesters 1 and 2
Number of Dissertations Supervised: N/A	
Recent Publications: N/A	
Academic Experience, Awards, Honors and Distinctions: Award, Council of Global Engagement, U-M Provost's Office (2013); 10 years of experience teaching English and 9 years of experience teaching Indonesian at Arizona State University and U-M. Training in distance-learning pedagogy. Taught Indonesian via distance learning technology for University of Indiana-Bloomington. External reviewer for the Indonesian Listening and Reading Proficiency Tests for the Department of Defense. Collaborated with members of COTI in developing Indonesian online reading materials (http://ayomembaca.wisc.edu/). Currently developing online placement and proficiency assessments for Indonesian language learners. Completed ACTFL Oral Proficiency Interview workshop and working towards certification.	

Yuen Yuen Ang Assistant Professor of Politics, Department of Political Science College of Literature, Science, and the Arts Faculty Associate, Center for Political Studies, Institute for Social Research		Ph.D. Stanford University, 2010 M.A. Stanford University, 2003 B.A. Colorado College, 2002 Summa Cum Laude
Overseas Research Experience: China Language Proficiency: Chinese = 5 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 10%		
Research/Teaching Specializations: Comparative political economy; comparative political organizations; contemporary china	Southeast Asia Courses Taught: N/A	
Number of Dissertations Supervised: 3 theses		
Recent Publications: “Counting Cadres: A Comparative View of the Size of China’s Public Employment.” The China Quarterly; 211: 676-696 (2012). “Centralizing Treasury Management in China: Rationale of the Central Reformers.” Public Administration & Development; 29(4): 263-73(2009). “When Peasants Sue En Masse: Large Scale Collective Administrative Litigation in Rural China,” China: An International Journal; 3(1): 24-49 (2005).		
Academic Experience, Awards, Honors and Distinctions: Hosted CSEAS Lecture Series invited speaker (2013). Annual Conference Grant (\$50,000, Center for Chinese Studies, University of Michigan (2013-14). International Development and Security Teaching Fellowship (\$16,000), University of Michigan (2012); Faculty Research Grant (\$3,000), Center for International Business, University of Michigan (2012). Faculty Research Grant (\$10,000), Center for Chinese Studies, University of Michigan (2012). Chiang Ching Kuo Foundation, Research Grant (\$20,362; 2012). Columbia University, SIPA, Faculty Research Grant (\$8,300; 2011). American Political Science Association, Paul A. Volcker Junior Scholar Research Grant (2009). Andrew W. Mellon Foundation/ACLS Doctoral Recipient Fellowship (2009-10). Andrew W. Mellon Foundation/ACLS Dissertation Completion Fellowship (2008-09). Colorado College, Edith Bramhall Award for Best Thesis in Political Science (2002). Colorado College, International Full Scholarship (1999-2002).		

Anocha Aribarg Associate Professor of Marketing Stephen M. Ross School of Business		Ph.D. University of Wisconsin- Madison, 2004 M.B.A. University of Wisconsin- Milwaukee, 1998 B.S. Chulalongkorn University, Bangkok, Thailand, 1994
Overseas Research Experience: Frank Small and Associates (Thailand) Ltd. (currently a part of TNS) Senior Project Executive, 1995-1996; Project Assistant, 1994-1995. Language Proficiency: Thai = 5 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 15%		
Research/Teaching Specializations: Marketing research; econometric and Bayesian statistical modeling; marketing management; data analysis and analytics; modeling consumer choice decision making		Southeast Asia Courses Taught: N/A
Number of Dissertations Supervised: 4		
Recent Publications: Wang, Jing, Aribarg, Anocha and Atchade, Yves. “Modeling Choice Interdependence in a Social Network,” Marketing Science; 32 (6): 977-997 (2013). Aribarg, Anocha, Pieters, Rik and Wedel, Michel. “Raising the BAR: Bias Adjustment of Recognition Tests in Advertising,” Journal of Marketing Research; 47 (June): 387-400 (2010). Aribarg, Anocha, Arora, Neeraj and Kang, Moon Young. “Predicting Joint Choice Using Individual Data,” Marketing Science; 29 (1): 139-157 (2010). Aribarg, Anocha and Zhang Foutz, Natasha. “Category-based Screening in Choice of Complementary Products,” Journal of Marketing Research; 46 (August): 518-530 (2009). Aribarg, Anocha and Arora, Neeraj. “Brand Portfolio Promotions,” Journal of Marketing Research; 45 (August): 391-402 (2008).		
Academic Experience, Awards, Honors and Distinctions: Editorial Board of Marketing Science (lead journal in marketing)		

Irina Aristarkhova Associate Professor of History of Art and Women's Studies Penny W. Stamps School of Art and Design		Ph.D. Institute of Sociology, Russian Academy of Sciences, Moscow, 1999 M.A. University of Warwick, UK, 1995 B.A. Moscow State University, 1992
Overseas Research Experience: Singapore Language Proficiency: Russian = 5 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 15%		
Research/Teaching Specializations: Feminist theory; contemporary aesthetics; hospitality; space; new media; technology and difference		Southeast Asia Courses Taught: N/A
Number of Dissertations Supervised: N/A		
Recent Publications: Hospitality of the Matrix: Philosophy, Biomedicine, and Culture. New York: Columbia University Press, 2012. Hospitality and the Maternal. Hypatia; 27: 163–181 (2012) “Beyond Representation and Affiliation Collective Action in Post-Soviet Russia” in Collectivism After Modernism: The Art of Social Imagination After 1945 (ed.Stimson and Sholette, Minnesota University Press, 2007).		
Academic Experience, Awards, Honors and Distinctions: Net-art work “Virtual Chora” was selected and developed for Cyberarts Exhibition, of the NOKIA/Singapore Art Festival and exhibited at Singapore Art Museum in 2001. Special editor, Leonardo Electronic Almanac Vol 11, No 10 (Oct, 2013) “Technology and Difference.”		

Judith Becker Professor Emerita of Musicology and Ethnomusicology School of Music, Theatre and Dance		Ph.D. University of Michigan, 1972 M.A. University of Michigan, 1968 B.Mus. University of Michigan, 1954
Overseas Research Experience: Burma, Indonesia, India, Sri Lanka Language Proficiency: Indonesian = 3, Javanese = 1, French = 2 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 80%		
Research/Teaching Specializations: Southeast Asian and Asian music; Javanese Gamelan; music in culture; music of Asia		Southeast Asia Courses Taught: Beginning Javanese Gamelan; Javanese Gamelan Ensemble Music in Culture; Music of Asia; Introduction to Ethnomusicology Music and Ritual; Colloquium in Ethnomusicology; Music and Islam; Teaching World Music; Music, Ecstasy and the Brain; Studies in World Music; Introduction to Southeast Asian Studies
Number of Dissertations Supervised: 10 dissertations, 10 theses		
Recent Publications: “Music, Trancing and the Absence of Pain” in Pain and Its Transformations: The Interface of Biology and Culture, eds. Sarah Coakley, et al. Cambridge: Harvard University Press, 2007. Deep Listeners: Music, Emotion, and Trancing. Bloomington: Indiana University Press, 2004. Gamelan Stories: Tantrism, Islam and Aesthetics in Central Java. 1993. Reprint, Tempe: Arizona State University Press, 2004. “Music and Trance.” In L’Enciclopedia della Musica Einaudi. Vol. 4. Turin, Italy (2004). “Anthropological Perspectives on Music and Emotion” in Music and Emotion: Theory and Research, eds. Patrik Juslin and John Sloboda. Oxford: Oxford University Press, 2001.		
Academic Experience, Awards, Honors and Distinctions: Glenn McGeoch Collegiate Professorship of Music (2000). Society of Ethnomusicology Charles Seeger Prize (1967). University of Michigan John D'Arms Award for graduate student mentoring.		

April Bigelow Clinical Assistant Professor of Gerontology Coordinator of Adult Gerontology Primary Care Nurse Practitioner Program School of Nursing	Ph.D. University of Michigan, 2008 M.S. University of Michigan, 2003 B.S.N. University of Michigan, 1999
Overseas Research Experience: Thailand Language Proficiency: N/A Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25%	
Research/Teaching Specializations: Advanced nursing education; care of complex patients; clinical care and management of vulnerable and at-risk populations, increasing expertise of primary care providers for at-risk populations	Southeast Asia Courses Taught: Advanced Primary Care Nursing of Chronically Ill Adults and Their Families
Number of Dissertations Supervised: 2 (Doctorate in Nursing Practice); 13 (M.S. theses)	
Recent Publications: Villarruel, A.M., Bigelow, A., Alvarez, C. "Integrating the 3Ds: A nursing perspective." Public Health Reports. 2014; 129(SUPPL.2): 37-44 . Bigelow, A., Villarruel, A.M., Ronis, D.L. "The relationship of alcohol use and physical activity from an ecological perspective." Journal for Specialists in Pediatric Nursing. 2014; 19(1): 28-38. Eakin, B.L., Villarruel, A.M., Jemmott, J.B., Jemmott, L.S., Ronis, D.L. and Bigelow, A. Physical activity in Latino adolescents: understanding influences on activity intentions." Hispanic Healthcare International. 2005; 3(3): 135-131.	
Academic Experience, Awards, Honors and Distinctions: National Organization of Nurse Practitioner Faculties Outstanding NP Educator Award (received twice). U-M Provost's Teaching Innovation Prize (2014). American Nurses Credentialing Center Adult-Gerontology Primary Care NP Content Expert Panel Chair.	

Christi-Anne Castro Associate Professor of Musicology and Ethnomusicology School of Music, Theatre and Dance	Ph.D. University of California, Los Angeles, 2001 M.A. University of California, Los Angeles, 1997 B.A. Yale University, 1991
Overseas Research Experience: Philippines Language Proficiency: Spanish = 3, Tagalog = 3 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 60%	
Research/Teaching Specializations: Music of the Philippines and Filipino Americans; music of Southeast Asia; music of Latin America; music and nationalism; music and healing; cultural politics; identity; gender; health	Southeast Asia Courses Taught: Introduction to World Music, Introduction to the Study of Music (for School of Music, Theatre & Dance students), Music of Asia II, Introduction to Ethnomusicology, Ethnography of World Music, Music and Nation: A Global Perspective, Fieldwork Methods in Ethnomusicology
Number of Dissertations Supervised: 4	
Recent Publications: “Southeast Asia” (Annotated bibliography) Oxford Bibliographies (in process) “Musicking Imperialism, Race and Encounter: Songs of the Philippine-American War” (in process). “Filipino American Music”, “Kulintang”, and “Rondalla.” Groves Dictionary of American Music, 2013. “The Perils of Ethnography in a Cultural History.” Our Own Voice Literary/Arts Journal, May 2013. “The River of Exchange: Music of Agusan Manobo and Visayan Relations in Caraga, Mindanao, Philippines,” review of film by José Buenconsejo. Ethnomusicology: Journal of the Society for Ethnomusicology 56(2) 2012. Musical Renderings of the Philippine Nation. New York: Oxford University Press, 2011. “Subjectivity and Hybridity in the Age of Internet Media: The Musical Performances of Charice Pempengco and Arnel Pineda.” Humanities Diliman (January-June) 2010. “Voices in the Minority: Race, Gender, Sexuality and the Asian American in Popular Music”. Journal of Popular Music Studies 19(3) 2007. “Music and Politics in the Philippines.” Journal of Chinese Folklore, Ritual, and Theater. 2003. “Nostalgia in a Denuded Rainforest.” Recording Review. Asian Music. 2003. “Dularawan: Composing the Philippine Nation.” Pacific Review of Ethnomusicology. 2003.	
Academic Experience, Awards, Honors and Distinctions: Global Filipino Literary Award for Non-Fiction; for Musical Renderings of the Philippine Nation. The book is assigned “special cataloguing” status in the Library of Congress Southeast Asian Collection and housed in the Asian Reading Room (2013). Fellow of U-M Faculty Scholars Program in Integrative Medicine (2010-2011). University of Michigan School of Music, Theater and Dance Block Grant for Research (2013 and 2012). Subvention, University of Michigan Center for World Performance Studies (2011). Research and Travel Grant, University of Michigan Center for Southeast Asian Studies (2011). Arts@UM Course Connections Grant, University of Michigan (2010). U-M Undergraduate Research Opportunity Program student assistants (2) for “Music Performance and Healing” (2009-2010). U-M Undergraduate Research Opportunity Program student assistant for “Popular Songs and Military Music of the Philippine-American War” (2008-2009). Woodrow Wilson Junior Career Enhancement (Honorable Mention, 2007). Rackham Fellowship (2006). Center for Research on Learning and Teaching Course Enhancement Grant (2005-2007). California Arts Council Grant (2003). Ki Mantle Hood Prize (2001). Member of the following organizations: Filipino American National Historical Society, International Council for Traditional Music (ICTM), Midwest Popular Culture Association, Society for American Music, Society for Asian Music, Society for Ethnomusicology (National and Midwest chapters) Ensembles and performances: Nyboco, bowed and plucked string sextet (Western art and Philippine music); Music Director, Composer and Arranger for Iskwelahang Pilipino Rondalla of Boston; Music Director and Teacher for University of Michigan Rondalla, Filipino American Library/Pamana Rondalla and IP RonWest (rondalla) International Rondalla Performances: 2013 Tour in the Philippines; 2008 Tour in Austria, Switzerland; 2004 First International Rondalla Festival, Bicol, Philippines; 1998 Tour in the Philippines; 1994 Tour in Austria, Belgium, England, The Netherlands; 1990 Tour in the Philippines Recordings: 2002 <i>Pasko sa Amerika</i> (Christmas in America), compact disc; Iskwelahang Pilipino Rondalla of Boston 1999 <i>Crossing Over</i> , compact disc; Iskwelahang Pilipino Rondalla of Boston	

John Ciorciari Assistant Professor of Public Policy Gerald R. Ford School of Public Policy		D.Phil. Oxford University-St. Antony's College, 2007 M.Phil. Oxford University-Christ Church, 2002 J.D. Harvard Law School, 1998 B.A. Harvard University, 1995
Overseas Research Experience: Cambodia, Singapore, Indonesia, Thailand Language Proficiency: French = 3, Italian = 2, Spanish = 2, Khmer = 1 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 50%		
Research/Teaching Specializations: International law; politics; finance in Southeast Asia and adjoining regions		Southeast Asia Courses Taught: Politics, Political Institutions, and Policy Processes Values & Ethics in Public Policy
Number of Dissertations Supervised: 1 in progress (committee member)		
Recent Publications: with Anne Heindel. Hybrid Justice: The Extraordinary Chambers in the Courts of Cambodia. Ann Arbor: University of Michigan Press, 2014. "China and the Pol Pot Regime," Cold War History; 13: 1-21 (2013). "Lessons from the Cambodian Experience with Truth and Reconciliation" (with Jaya Ramji-Nogales), Buffalo Human Rights Law Review; 19: 193-216 (2012-13). "Institutionalizing Human Rights in Southeast Asia," Human Rights Quarterly; 34(3):695-725 (2012). "The Sino-Vietnamese Standoff in the South China Sea" (with Jessica Chen Weiss), Georgetown Journal of International Affairs; 13(1): 61-69 (2012). "Cambodia's Trek Toward Reconciliation," Peace Review; 23(4):438-46 (2011). "Chiang Mai Initiative Multilateralization: International Politics and Institution-Building in Asia," Asian Survey; 51(5): 926-52 (2011). "Liberal Legal Norms Meet Collective Criminality," Michigan Law Review; 109(6): 1109-26 (2011). The Limits of Alignment: Southeast Asia and the Great Powers since 1975. Washington, DC: Georgetown University Press, 2010.		
Academic Experience, Awards, Honors and Distinctions: Term member, Council on Foreign Relations (2010-15). Richard Holbrooke Fellow, Asia Society (2011-present). Bernard Schwartz Associate Fellow, Asia Society (June 2011). Asia21 Young Leaders Fellowship, Asia Society (2010-11). Freeman Foundation Fellowship for Salzburg Global Seminar (2010).		

Deirdre De la Cruz Assistant Professor of History and Philippine Studies Department of Asian Languages and Cultures and Department of History College of Literature, Science and the Arts		Ph.D. Columbia University, 2006 B.A. University of Washington, 1995
Overseas Research Experience: Philippines Language Proficiency: Filipino (Tagalog) = 4, Spanish = 4 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 75%		
Research/Teaching Specializations: Philippine history and culture; historical anthropology; anthropology of religion; history and theories of the mass media, global occultism, and visual culture		Southeast Asia Courses Taught: The Philippines: Culture and History; Secular Enchantments: Technology and Modernity in Asia; Possessing Culture: Spirit Mediums and Possession in SE Asia; Mary and Modernity: A Comparative History of Apparitions; Jesus Comes to Asia
Number of Dissertations Supervised: N/A		
Recent Publications: "Introduction: Figures of Contemporary Philippine Modernity," in Joshua Barker, et. al. Figures of Modernity in Southeast Asia. Honolulu: University of Hawaii Press, forthcoming. "From the Power of Prayer to <i>Prayer Power</i> : On Religion and Revolt in the Catholic Philippines," in Lee Wilson, Liana Chua, Joanne Cook, Nick Long, eds. Southeast Asian Perspectives on Power. London: Routledge Press, 2011. "The Past and Present of the Future Perfect in Anthropology and History," in David William Cohen, et.al. Anthrohistory: Unsettling Knowledge, Questioning Discipline. Ann Arbor: University of Michigan Press, 2011.		
Academic Experience, Awards, Honors and Distinctions: National Humanities Center, SIAS Summer Institute Fellow (2007-08). Charlotte Newcombe Doctoral Dissertation Fellowship. Michigan Society of Fellows (2006-09). Woodrow Wilson Foundation (2003-04). Fullbright-Hayes Doctoral Dissertation Research Abroad Fellowship (2000-01).		

James Diana Professor of Natural Resources Director of Michigan Sea Grant School of Natural Resources and Environment	Ph.D. University of Alberta, 1979 M.A. California State University, Long Beach, 1975 B.S. California State University, Long Beach, 1974
Overseas Research Experience: Thailand, Nepal, Bangladesh, China, Vietnam Language Proficiency: Spanish = 2 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25%	
Research/Teaching Specializations: Fish energetics, including behavioral ecology and production of natural fish populations; understanding of ecologically sensitive aquaculture practice and extensive aquaculture systems, particularly in Southeast Asia	Southeast Asia Courses Taught: Ecological Issues, Ecology of Fishes
Number of Dissertations Supervised: 7 dissertations, 40 theses	
Recent Publications: Diana, J.S., H.S. Egna, T. Chopin, M.S. Peterson, L. Cao, R. Pomeroy, M. Verdegem, W.T. Slack, M.G. Bondad-Reantaso, and F. Cabello. "Responsible aquaculture in 2050: Valuing local conditions and human innovations will be key to success." <i>BioScience</i> 63:255-262 (2013). "Aquaculture production and biodiversity conservation." <i>BioScience</i> . 59:27-38 (2009). Schwantes, V.S., J.S. Diana, and Yang Yi. "Social, economic, and production characteristics of giant river prawn <i>Macrobrachium rosenbergii</i> culture in Thailand." <i>Aquaculture</i> 287:120-127 (2009). Tain, F. H., and J.S. Diana. "Impacts of extension practice: Lessons from small farm-based aquaculture of Nile tilapia in Northeastern Thailand." <i>Society and Natural Resources</i> 20:583-595 (2007).	
Academic Experience, Awards, Honors and Distinctions: Graham Environmental Sustainability Institute, for development of sustainable shrimp aquaculture (2006- present). Oregon State University, for improving sustainability and reducing environmental impacts of aquaculture systems in China, and South and Southeast Asia (2006-present). Oregon State University, for collaborative research support program for pond culture systems in Thailand (1983-present). National Science Foundation grant for improving the environmental sustainability of shrimp aquaculture systems through microbial resource management (2010-present).	

Clifford Douglas Lecturer, Health Management and Policy School of Public Health	J.D. University of Michigan, 1983 B.A. University of Michigan, 1980
Overseas Research Experience: Argentina, Canada, China, Italy, Thailand, United Kingdom, Uruguay Language Proficiency: N/A Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 15%	
Research/Teaching Specializations: Tobacco control, public policy advocacy, health policy, politics	Southeast Asia Courses Taught: Tobacco: From Seedling to Social Policy (includes international policy, focusing on Thailand)
Number of Dissertations Supervised: N/A	
Recent Publications: "Ask A Lawyer: Can Multi-Unit Residential Property Owners Prohibit the Smoking of Medically-Prescribed Marijuana in Their Properties When the State Permits Its Use?" Tobacco Control Legal Consortium <i>Legal Update</i> , p. 5, Fall 2010. "Regulation of Tobacco: A Summary," Tobacco Control Legal Consortium, July 2009. http://www.publichealthlawcenter.org/sites/default/files/resources/tclc-fda-summary.pdf "Federal Regulation of Tobacco: Impact on State and Local Authority," Tobacco Control Legal Consortium, July 2009. http://www.publichealthlawcenter.org/sites/default/files/resources/tclc-fda-impact.pdf	
Academic Experience, Awards, Honors and Distinctions: Director, University of Michigan Tobacco Research Network and Consulting Advisor on Tobacco Control Policy, Office of the Assistant Secretary for Health, U.S. Department of Health and Human Services. Assisted Thailand's government in upholding tobacco control laws against legal threat under international trade law. Awarded highest honor bestowed by the International Association for the Study of Lung Cancer. Member, Framework Convention Alliance (leading international tobacco control policy organization). Member, D.C., IL, and NY Bars.	

Nancy Florida Professor of Indonesian Languages and Literatures Department of Asian Languages and Cultures College of Literature, Science and the Arts		Ph.D. Cornell University, 1990 M.A. Cornell University, 1982 B.A. Connecticut College, 1975
Overseas Research Experience: Surakarta, Central Java, Indonesia Language Proficiency: Javanese = 5, Indonesian = 5, Old Javanese = 3, Dutch = 2 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100%		
Research/Teaching Specializations: Indonesian literature, history, culture, and cultural studies; Island Southeast Asia; literary and cultural studies; Islam in Indonesia; Traditional Javanese literature and historiography; Advanced Indonesian language; Asian Studies; historiography	Southeast Asia Courses Taught: Perspectives on Indonesia: Writing, Culture and History; Southeast Asian Literature: Text, Performance and Politics in Island Southeast Asia; Sufi Literature in Java; Islam in Javanese Literature; Colonial Literature of Indonesia; Advanced Indonesian; Advanced Readings of Modern Indonesian Texts; Intermediate and Advanced Javanese; Seminar in Cultural and Comparative Studies of Asia	
Number of Dissertations Supervised: 13		
Recent Publications: “A Proliferation of Pigs: Spectres of Monstrosity in Reformation Indonesia.” Public Culture 20(3): 2008. Menyurat Yang Silam, Menggurat yang Menjelang: Sejarah sebagai Nubuat dalam Jaman Kolonial di Jawa. Yogyakarta: Bentang Budaya, 2003. “Javanese Literature in Surakarta Manuscripts.” Manuscripts of the Mangkunagaran Palace, Vol. II. 2001.		
Academic Experience, Awards, Honors and Distinctions: Appointed by Joko Widodo (the mayor of Surakarta) to serve on Commission on Manuscripts of the Radya Pustaka Museum, Surakarta, Indonesia. Member, Board of Directors, American Institute for Indonesian Studies (2011-present). Ford Foundation Grant (2001-04). Royal Title from the Kraton Surakarta (1999). Michigan Humanities Award (1999). National Endowment for the Humanities Fellowships (1993-94, 2003-04).		

Kathleen Ford Research Scientist of Epidemiology School of Public Health		Ph.D. Brown University, 1975 B.A. Boston College, 1971
Overseas Research Experience: Indonesia, Thailand Language Proficiency: French = 2 Indonesian = 1 Thai = 1 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 75%		
Research/Teaching Specializations: Household Welfare; HIV vulnerability; Women’s Health at midlife, menstrual patterns, and menopausal symptoms	Southeast Asia Courses Taught: Research Seminar on AIDS & STIs	
Number of Dissertations Supervised: 10		
Recent Publications: with Aphichat Chamrathirong. “First sexual experience and current sexual behavior among older Thai men and women.” Sexual Health. 2009. Ford, Kathleen, Aree Jampaklay, Aphichat Chamrathirong. “Migration and Household Assets in Kanchanaburi, Thailand.” Asia Pacific Migration Review. 18(2):283-301 (2009). with Aphichat Chamrathirong. “Migrant Seafarers and HIV Risk in Thai Communities.” AIDS Education and Prevention. 20(4):454-463 (2008). Sasiwongsaroj, K., Sethaput, C., Ford, K.. “Child Mortality Inequality between Thais and Hilltribes in Thailand: Study from Population and Housing Census 2000.” Journal of Population and Social Studies. 16(2), 143-164 (2008). with Aphichat Chamrathirong . “Sexual Partners and Condom Use of Migrant Workers in Thailand.” AIDS and Behavior, 11, 905-912 (2007).		
Academic Experience, Awards, Honors and Distinctions: Visiting Professor, Mahidol University (2005-2009). Panel Member, NIH, AIDS and Related Research (1992-1996).		

Zenaida Fulgencio Filipino/Tagalog Lecturer, Department of Asian Languages and Cultures College of Literature, Science and the Arts		M.A. Ortanez University, 1975 B.A. University of the East, 1969
Overseas Research Experience: N/A Language Proficiency: Filipino(Tagalog) = 5 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100%		
Research/Teaching Specializations: Communicative approach in language teaching.	Southeast Asia Courses Taught: First Year Filipino (two-semester sequence); Second Year Filipino (two-semester sequence); Advanced Filipino (two-semester sequence).	
Number of Dissertations Supervised: N/A		
Recent Publications: N/A		
Academic Experience, Awards, Honors and Distinctions: Attended Computer-Assisted Pronunciation Training Workshop, held by Council of Teachers of Southeast Asian Languages (COTSEAL), Cornell, 2013. Member of working group on Filipino Oral Proficiency Guidelines project, University of Wisconsin-Madison. Completed ACTFL Oral Proficiency Interview workshop and working towards certification. Regular presentations in area high schools.		

Beth Genné Professor of Dance Studies and Art History School of Music, Theatre, and Dance Residential College, College of Literature, Science and Arts		Ph.D. University of Michigan, 1984 M.A. University of Michigan, 1968 B.A. University of Michigan (Highest Distinction), 1966
Overseas Research Experience: France Language Proficiency: N/A Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 15%		
Research/Teaching Specializations: Dance History, George Balanchine, British ballet, dance in the American film musical, and Javanese dance	Southeast Asia Courses Taught: Topics in World Dance	
Number of Dissertations Supervised: 5; 3 theses		
Recent Publications: Book: The Making of A Choreographer: Ninette de Valois and Bar aux Folies-Bergère (Madison,Wisconsin: Society of Dance History Scholars), 1996. Other Publications: “Vincente Minnelli and the Film Ballet”, chapter in Joe McElhaney, ed., Vincente Minnelli: The Art of Entertainment (Wayne State University Press, 2009). pp. 229–251. ““They Have Done Everything”: Balanchine and Folk Dance” (with Lisa Arkin and Marian Smith), Proceedings of the Society of Dance History Scholars, 2008. “Cyd Charisse” Obituary, Dancing Times, London, September, 2008. “Dance in Film”, in The Living Dance: An Anthology of Essays on Dance, Movement and Culture, Kendall Hunt, updated and revised edition, 2007. “Swine Lake: American Satire on Russian Ballet and What it Tells Us”, in Proceedings of Grounding Moves Conference, Society of Dance History Scholars, June, 2006. “Collaborating in the Melting Pot: Balanchine, Duke and Gershwin” (co-author Christian Matjias), in Proceedings, Sound Moves Conference, co-sponsored by Princeton University and University of Surrey, published on-line, 2006.		
Academic Experience, Awards, Honors and Distinctions: Panel: Contemporary Traditions in Dialogue: Workshop on Chinese and Javanese Stage Movement (2014). Executive Committee Member, Center for World Performance Studies (1999-present). University of Michigan Humanities Fellowship (2005). Robert Trotter Distinguished Visiting Professor at the University of Oregon (2003). J. Paul Getty Postdoctoral Fellow in the History of Art (1987-88).		

Fe Susan Go Southeast Asia Librarian; Head, Area Programs Division University of Michigan Libraries		A.M.L.S. University of Michigan, 1979 M.A. University of San Carlos, Philippines, 1976 B.S. University of San Carlos, Philippines, 1967
Overseas Research Experience: Philippines Language Proficiency: Cebuano Visayan = 5, Tagalog = 4, Spanish = 3 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100%		
Research/Teaching Specializations: Southeast Asia library, Filipiniana library, history, Cebuano studies		Southeast Asia Courses Taught: N/A
Number of Dissertations Supervised: N/A		
Recent Publications: "Preserving Chinese heritage in the Philippines." (presented at the First International Conference on the Chinese of Southeast Asia, the Netherlands), June 1999 "Documenting the Chinese Filipinos: Archival Sources." In <i>Kinaadman</i> 20, 1998		
Academic Experience, Awards, Honors and Distinctions: NEH grant for preservation and conservation of Philippine Materials. Collections Department Manager, Committee on Research Materials on Southeast Asia. International Institute funding to travel to the Netherlands to deliver paper at the ICAS conference.		

Allen Hicken Associate Professor, Department of Political Science College of Literature, Science and the Arts Research Associate Professor, Center for Political Studies Institute for Social Research		Ph.D. University of California, San Diego, 2002 M.I.A. Columbia University, 1995 B.A. Brigham Young University, 1993
Overseas Research Experience: Indonesia, Thailand, Philippines, Singapore Language Proficiency: Khmer = 4.5, Thai = 3.5, Vietnamese = 2 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 75%		
Research/Teaching Specializations: Southeast Asia politics and political economy; comparative political economy; comparative institutions; parties and elections		Southeast Asia Courses Taught: Government and Politics of Southeast Asia, Institutions of Southeast Asia, Advanced Southeast Asia Seminar, Comparative Public Policy, Comparative Politics Proseminar; Comparative Elections and Electoral Reform
Number of Dissertations Supervised: 15		
Recent Publications: "Late to the Party: Institutional Reform and the Development of Partisanship in Thailand." <i>Trans-National and Regional Studies of Southeast Asia</i> . Forthcoming. with Erik Kuhonta, eds. <i>Party and Party System Institutionalization in Asia</i> . Cambridge: Cambridge University Press, Forthcoming. (Two chapters, and co-editor). <i>Politics of Modern Southeast Asia: Critical Issues in Modern Politics</i> . London: Routledge Press, 2010. <i>Building Party Systems in Developing Democracies</i> . Cambridge: Cambridge University Press, 2009. with Heather Stoll. "Are All Presidents Created Equal? Presidential Powers and the Shadow of Presidential Elections." <i>Comparative Political Studies</i> 14(3): 291-319 (2013). with Brandon Alcorn and Miguel Garces. "VirThai: A PS-I Implemented Agent-Based Model of Thailand in 2010 as a Predictive and Analytic Tool." <i>Stanford Journal of East Asian Affairs</i> . 12(1): 2012. with Joel Selway. "Forcing the Genie Back in the Bottle: Sociological Change, Institutional Reform, and Health Policy in Thailand." <i>Journal of East Asian Studies</i> , 2011.		
Academic Experience, Awards, Honors and Distinctions: Lijphart/Przeworski/Verba Dataset Award of the Comparative Politics Section of the American Political Science Association, for the Constituency Level Election Archive (CLEA). National Science Foundation Grant for "Constituency-Level Election Data and the Analysis of Party Systems" (co-PI, 2010-2012). Tronstein Award for Innovative Teaching, Department of Political Science, University of Michigan (2009). Class of 1923 Memorial Teaching Award, University of Michigan (2008).		

Meilu Ho Assistant Professor of Musicology and Ethnomusicology School of Music, Theatre and Dance	Ph.D. University of California, Los Angeles, 2006 M.A. University of California, Los Angeles, 1991 B.A. Stanford University, 1987
Overseas Research Experience: Malaysia Language Proficiency: Bahasa Malaysia = 5, Bahasa Indonesia = 4, Hindi/Urdu = 4, Braj Bhasha = 3 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 30%	
Research/Teaching Specializations: South Asia; temple and classical music; Hindu-Muslim relations; trans-regional studies; music and religion; emotion, hybridity, power of sound	Southeast Asia Courses Taught: Culture in Music; Studies in Ethnomusicology
Number of Dissertations Supervised: 1	
Recent Publications: A Temple Tradition, A Classical Music: The Liturgical Music of the Puṣṭi Mārg of India. Forthcoming. “A Sound-ly Legitimized Kingship: The Nobat of the Malay World.” Under Revision for the journal Ethnomusicology. “Connecting Histories: Liturgical Compositions as Classical Compositions in Hindustani Music.” Ethnomusicology 57(2): 207-235 (2013). “A True Self Revealed: Song and Play in Pushti Marg Liturgical Service.” World of Music 51(2): 2009.	
Academic Experience, Awards, Honors and Distinctions: Junior Fellowship, American Institute for Indian Studies. Charles Seeger Prize Society for Ethnomusicology. Chancellor's Dissertation Award, UCLA. Graduate Distinguished Scholar, UCLA. Phi Beta Kappa, UCLA.	

Berit Ingersoll-Dayton Professor of Social Work Director of Joint Doctoral Program in Social Work and Social Science School of Social Work	Ph. D. University of Michigan, 1982 M.A. University of Michigan, 1981 M.S.W. University of Michigan, 1977 B.A. Oberlin College, 1975
Overseas Research Experience: Japan, Thailand Language Proficiency: Thai = 3 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 20%	
Research/Teaching Specializations: Social research; social work; psychology; gerontology; well-being and aging	Southeast Asia Courses Taught: N/A
Number of Dissertations Supervised:	
Recent Publications: Folk, M., Ingersoll-Dayton, B., Robinson, E., Kavanagh, J., & Kales, H. “Mindfulness-based cognitive therapy with older adults: An exploratory study.” Journal of Gerontological Social Work. (in press). Kwak, M. Ingersoll-Dayton, B., & Burgard, S. “The receipt of care and depressive symptoms in later life: The importance of self-perceptions of aging.” Journal of Gerontology: Social Sciences. (in press). Scherrer, K., Ingersoll-Dayton, B. & Spencer, B. “Constructing couples’ stories: Narrative practice insights from a dyadic dementia intervention.” Clinical Social Work Journal, published on line in February 2013, DOI: 10.1007/s10615- 013-0440-7. Ingersoll-Dayton, B., Spencer, B. Kwak, M., Scherrer, K., Allen, R., & Campbell, R. “The couples life story approach: A dyadic intervention for dementia.” Journal of Gerontological Social Work, 56(3): 237-254 (2013). Torges, C., Ingersoll-Dayton, B., & Krause, N. “Forgiving and feeling forgiven in late adulthood.” International Journal of Aging and Human Development, 76 (1): 29-54 (2013). Kim, J., Ingersoll-Dayton, B., & Kwak, M. “Balancing eldercare and employment: The role of work interruptions and supportive employers.” Journal of Applied Gerontology, 32(3): 347-369 (2013).	
Academic Experience, Awards, Honors and Distinctions: Postdoctoral Fellowship in Health and Aging, School of Public Health, University of Michigan (1998-99). Postdoctoral Fellowship in Social Gerontology, Institute for Social Research, University of Michigan (1982-83). Member, Gerontological Society of America, National Council on Family Relations, Society for Social Work Research.	

Aneel Karnani Full Professor of Strategy Stephen M. Ross School of Business		D.B.A. Harvard University, 1980 M.B.A. Indian Institute of Management, 1974 B.Tech. Indian Institute of Technology, 1972
Overseas Research Experience: N/A Language Proficiency: Hindi = 2 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 15%		
Research/Teaching Specializations: competitive strategy; global competition; strategies for growth; emerging economies; economic development		Southeast Asia Courses Taught: N/A
Number of Dissertations Supervised: 6		
Recent Publications: Fighting Poverty Together: Rethinking Strategies for Business, Governments, and Civil Society to Reduce Poverty. New York: Palgrave Macmillan, 2011. with Brent McFerran and Anirban Mukhopadhyay. "Leanwashing: a Hidden Factor in the Obesity Crisis." California Management Review, Summer 2014. "Corporate Social Responsibility Does Not Avert the Tragedy of the Commons -- Case Study: Coca-Cola India." Economics, Management, and Financial Markets, forthcoming. "Markets of the Poor: Opportunities and Limits." International Journal of Rural Management, Vol. 8 (1-2): 7-17 (2012). with Bernard Garrette, Jordan Kassalow, and Moses Lee. "Better Vision for the Poor." Stanford Social Innovation Review. Spring 2011. "CSR Stuck in a Logical Trap." California Management Review, 53(2): 2011.		
Academic Experience, Awards, Honors and Distinctions: Member of editorial boards: Asian Business and Management; Journal of Asian Business; Metamorphosis; Journal of Social Enterprise and Entrepreneurship.		

Webb Keane George Herbert Mead Collegiate Professor, Department of Anthropology College of Literature, Science and the Arts		Ph.D. University of Chicago, 1990 B.A. Yale College, 1977
Overseas Research Experience: Indonesia Language Proficiency: Indonesian = 4 Anakalanges = 3 Spanish = 2 Dutch = 1 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 75%		
Research/Teaching Specializations: Southeast Asia; language and discourse; media; ritual; religion; morality; exchange, value, material culture		Southeast Asia Courses Taught: Peoples and Cultures of SEA; Language and Culture; Anthropology of Religion; Anthropology of Modernity; Semiotic Anthropology; Exchange, Commodities, and Money
Number of Dissertations Supervised: 19 (chair), 53 (committee member)		
Recent Publications: "What is Religious Freedom Supposed to Free?" in Rethinking Religious Freedom, ed. Peter Danchin, Elizabeth Shakman Hurd, Saba Mahmood and Winnifred Fallers Sullivan. Forthcoming. "On Spirit Writing: The Materiality of Language and the Religious Work of Transduction." Journal of the Royal Anthropological Institute, 2013. "Reflections on Political Theology in the Pacific," in Christian Politics in Oceania, ed. Matt Tomlinson and Debra McDougall. 2013. "Indexing Voice: A Morality Tale." Journal of Linguistic Anthropology, 2011.		
Academic Experience, Awards, Honors and Distinctions: George Herbert Mead Collegiate Chair (2013-present). Munro Lecture, Univ. of Edinburgh (2014). John Rich Professorial Fellow, Michigan Humanities Institute (2013-14). William T. Mulloy Memorial Lecture, Univ. of Wyoming (2013). Visiting Professor, Univ. of Oslo, Norway (2012). Visiting Professor, School of Criticism and Theory, Cornell Univ. (2011). Evans Fellow, Department of Social Anthropology, Univ. of Cambridge, UK (2010). Senior Fellow, Michigan Society of Fellows (2005-10). U-M Faculty Recognition Award (2009). Annette B. Weiner Memorial Lecturer, NYU (2009). D.B. Sharpe Lecturer in Social Ethics, Univ. of Chicago (2009). Edvard Westermarck Memorial Lecturer, Helsinki, Finland (2007). Distinguished Visiting Professor, London School of Economics (2005).		

Joan Kee Associate Professor, Department of History of Art College of Literature, Science and the Arts		Ph.D. New York University, 2008 J.D. Harvard Law School, 2000 B.A. Yale University, 1997
Overseas Research Experience: Hong Kong, Indonesia, Singapore, Thailand Language Proficiency: Korean = 5, Japanese = 4, Mandarin = 3 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25%		
Research/Teaching Specializations: History of art		Southeast Asia Courses Taught: Introduction to Contemporary Southeast Asian Art Global Politics and Contemporary Art
Number of Dissertations Supervised: 2 (in progress)		
Recent Publications: Contemporary Korean Art: Tansaekhwa and the Urgency of Method. Minneapolis: University of Minnesota Press, 2013. "The World in Plain View: Form in the Service of the Global," in Art, Themes, and Histories, 1989 to the Present, eds. A. Dumbadze and S. Hudson. Hoboken: Wiley-Blackwell, 2013. "Field and Stream: The Terrain of Contemporary Asian Art," The Asia-Pacific Triennial of Contemporary Art, Brisbane: Queensland Art Gallery 66-71 (2012). "False Fronts: The Art of Ming Wong," Artforum 50(9): 262-269 (2012). "Contemporary Southeast Asian Art: The Right Kind of Trouble," Third Text 25(4): 371-381 (2011). "Visual Reconnaissance," Alien Encounters: Asian American Popular Culture, eds. T.L.T. Nguyen and M. Nguyen. Durham: Duke University Press, 2007.		
Academic Experience, Awards, Honors and Distinctions: Helmut F. Stern Professor, Institute for the Humanities University of Michigan (2011-2012). History of Art Grant, Principal Investigator Kress Foundation (2012). Short-Term Research Grant, Northeast Asia Council, Association for Asian Studies (Summer 2011). Andrew W. Mellon Predoctoral Fellowship, Center for the Advanced Study for Visual Art, National Gallery of Art, Washington, D.C. (2007-2009). Korea Foundation Field Research Fellowship, Korea Foundation (2007). Erwin Panofsky Fellowship Institute of Fine Arts, New York University (2003-2008). Andrew W. Mellon Fellowship in Humanistic Studies, Woodrow Wilson National Fellowship Foundation (2003-2004).		

Stuart Kirsch Associate Professor, Department of Anthropology College of Literature, Science and the Arts		Ph.D. University of Pennsylvania, 1991 B.A. George Washington University, 1982
Overseas Research Experience: Papua New Guinea, Solomon Islands, Marshall Islands, Suriname Language Proficiency: Yonggom/Muyu =3, Papua New Guinea Tok Pisin =3, Solomon Islands Pijin =3, Police Motu =1, Indonesian =1 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 20%		
Research/Teaching Specializations: Ritual and religion; indigenous movements; political ecology; mining ethnography; corporations; property		Southeast Asia Courses Taught: Indigenous Political Movements; Anthropological Approaches to Property and Property Rights.
Number of Dissertations Supervised: 19; 18 in progress		
Recent Publications: Mining Capitalism: The Relationship between Corporations and their Critics. Berkeley: University of California Press. In Press. with Janet Richards. "The Myths of Osiris and Kamberap in Cross-Cultural Comparison" in Decorum and Experience: Essays on Ancient Culture for John Baines. E. Froom and A. McDonald, eds. Oxford: Griffith Institute, 2013. "Mining Industry Responses to Criticism" in Cash on the Table: Anthropological Perspectives on Markets and Morality, ed. Edward F. Fischer. Santa Fe, NM: School of Advanced Research Press, 2013. "Juridification of Indigenous Politics" in Law Against the State: Ethnographic Forays into Law's Transformations, eds. Julia Eckert, Brian Donahoe, Zerrin Özlem Biner, and Christian Strümpell. Cambridge Studies in Law and Society. Cambridge: Cambridge University Press, 2012. "Afterword: Extractive Conflicts Compared" in Social Conflict, Economic Development and Extractive Industry: Evidence from South America, ed. Anthony Bebbington. New York: Routledge, 2012. "Science, Property, and Kinship in Repatriation Debates." Museum Anthropology 34(2):91-96 (2011).		
Academic Experience, Awards, Honors and Distinctions: N/A		

John Knodel Emeritus Professor, Department of Sociology College of Literature, Science and the Arts Research Professor Emeritus, Institute for Social Research		Ph.D. Princeton University, 1965 M.A. Princeton University, 1963 A.B. Duke University, 1961
Overseas Research Experience: Thailand, Cambodia, Myanmar, Vietnam Language Proficiency: Thai = 2 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100%		
Research/Teaching Specializations: General population studies; Southeast Asia, aging; social aspects of the AIDS Epidemic; sexual behavior and attitudes; fertility; qualitative studies of demographic behavior; education	Southeast Asia Courses Taught: N/A	
Number of Dissertations Supervised: N/A		
Recent Publications: with Zachary Zimmer, "Gender and well-being of older persons in Cambodia." in Theresa W. Devasahayam, ed. Gender and Ageing: Southeast Asian Perspectives, Singapore: Institute of Southeast Asian Studies, 2014. with Vipap Prachuabmoh and Napaporn Chayovan. The Changing Well-being of Thai Elderly: An Update from the 2011 Survey of Older Persons in Thailand. Chiang Mai: HelpAge International, 2013. The situation of older persons in Myanmar: results from the 2012 survey of older persons. Yangon: HelpAge International Myanmar country office, 2013. with Sochanny Hak, Il Oeur and John McAndrew, "Consequences of Internal and Cross-Border Migration of Adult Children for their Older Age Parents in Battambang Province, Cambodia: Grounding Experiences in Local Settings and Family Circumstances" Journal of Population and Social Studies 21(2) (Supplement): S49-S73 (2013). with Zachary Zimmer, "Older age parents in rural Cambodia and migration of adult children: a case study of two communes in Battambang province." Asian Population Studies 9(2):156-174 (2013). with Jiraporn Kespichayawattana, Suvinee Wiwatwanich and Chanpen Saengtienchai, "The Future of Family Support for Thai Elderly: Views of the Populace." Journal of Population and Social Studies 21(2): 110-132 (2013). with Napaporn Chayovan, "Intergenerational Family Care for and by Older People in Thailand." International Journal of Sociology and Social Policy 32(11): 682 – 694 (2012).		
Academic Experience, Awards, Honors and Distinctions: N/A		

Montatip Krishnamra Lecturer, Department of Asian Languages & Cultures, College of Literature, Science and the Arts		M.A. Michigan State University, 1976 M.A. Chulalongkorn University, Thailand, 1974 B.A. Chulalongkorn University, Thailand, 1971
Overseas Research Experience: Thailand Language Proficiency: Thai = 5 French = 3 Spanish = 3 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100%		
Research/Teaching Specializations: Thai Language	Southeast Asia Courses Taught: First Year Thai (two-semester sequence); Second Year Thai (two-semester sequence); Advanced Thai (two-semester sequence); Reading in Thai	
Number of Dissertations Supervised: N/A		
Recent Publications: N/A		
Academic Experience, Awards, Honors and Distinctions: Integrating Study Abroad into the Curriculum Initiatives grant, Center for Global and Intercultural Studies (2008 and 2009). Grant, Instructional Development Fund to develop Thai Braille language study for visually impaired student (2004 and 2005). Freeman Lecturer’s Grant (2005). Information Technology Grant to develop instructional materials for Thai language instruction (2004). Global Intercultural Experiences for Undergraduates program to take undergraduates to Thailand.		

Emily Lawsin Lecturer, Asian/Pacific Islander American Studies Department of American Culture and Department of Women's Studies College of Literature, Science and the Arts		M.A. University of California, Los Angeles, 2000
Overseas Research Experience: N/A Language Proficiency: N/A Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25%		
Research/Teaching Specializations: Race, gender, class and cultural discourse in American media; Filipina/o American oral history, public history; creative writing and performance poetry	Southeast Asia Courses Taught: Filipino American Experience, Asians in American Film and Television, Asian/Pacific Islander American Women, Introduction to Asian/Pacific Islander American Studies	
Number of Dissertations Supervised: N/A		
Recent Publications: with Joseph Galura. Tapestry: Filipinos in Michigan. Forthcoming. with Joseph Galura. "Pin@y Time: Mapping the Filipino American Experience."(2 Lesson Plans) in Teaching About Asian Pacific Americans: Effective Activities, Strategies, and Assignments for Classrooms and Communities. Edith Wen-Chu Chen and Glenn Omatsu, eds. Lanham, Maryland: Rowman & Littlefield Publishers, 2006. with Joseph Galura. Filipino Women in Detroit: 1945-1955, Oral Histories from the Filipino American Oral History Project of Michigan. Ann Arbor: OSCL Press, University of Michigan, 2002. with Joan May T. Cordova. In Our Aunties Words: The Filipino Spirit of Hampton Roads. Virginia: Filipino American Historical Society, 2004. Essays and poems in InvASIAN: Growing Up Asian & Female in the United States. Elaine H. Kim, ed. San Francisco: Study Center Press & Asian Women United of California, 2003.		
Awards, Honors and Distinctions: Board of Trustees of the Filipino American National Historical Society (FANHS). Volunteer with Detroit Summer, Detroit Chinatown Revitalization Committee, Detroit Asian Youth Project, Paaralang Pilipino Cultural School, Filipino Youth Initiative, Asian American Center for Justice, and the Japanese American History Project of Michigan. Member of Ma'arte Tribe Artists Collective.		

Victor Lieberman Raoul Wallenberg Distinguished University Professor of History College of Literature, Science and the Arts	Ph.D. University of London, 1975 B.A. Yale University, 1967
Overseas Research Experience: Malaysia, Indonesia, United Kingdom Language Proficiency: Burmese = 5 French = 5 Latin = 2 Dutch = 2 Portuguese = 1 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100%	
Research/Teaching Specializations: Early modern Southeast Asian history, early modern comparative world history, early Southeast Asian economic history	Southeast Asia Courses Taught: Introduction to Southeast Asian History; History of the Vietnam War Problems in the History of Precolonial Southeast Asia; History of Burma; The Historiography of Early Modern Eurasia; History of Precolonial Mainland Southeast Asia
Number of Dissertations Supervised: 12	
Recent Publications: Why Was Nationalism European?: Political Ethnicity in Southeast Asia and Europe c. 1400-1850, Cambridge: Harvard University Press, forthcoming. “What Strange Parallels Sought To Accomplish,” The Journal of Asian Studies 70(4): 931-938 (2011). “Response to Comments on Strange Parallels,” The Journal of Asian Studies 70(4): 999-1006 (2011). With Brendan Buckley, “The Impact of Climate on Southeast Asia, c. 950-1820: New Findings,” Modern Asian Studies, 46 (5): 1049-1096 (2012).	
Awards, Honors and Distinctions: Golden Apple Award, for excellence in teaching (2014). Raoul Wallenberg Distinguished University Professorship in History (2013). Matthews Underclass Teaching Award, University of Michigan (2012). 2011 Journal of Asian Studies devoted special edition to Dr. Lieberman’s scholarship. Honorary Fellowship, SOAS, University of London (2009).	

Linda Yuen-Ching Lim Professor of Strategy Stephen M. Ross School of Business		Ph.D. University of Michigan, 1978 M.A. Yale University, 1973 B.A. University of Cambridge, England, 1972
Overseas Research Experience: Singapore, Thailand, Malaysia, Indonesia, Cambodia, Philippines, Myanmar Language Proficiency: Malay/Indonesian = 2, Mandarin Chinese = 1 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 75%		
Research/Teaching Specializations: International Trade, Investment and Exchange Rates, Multinational and local business in Southeast Asia, Globalization of Asian businesses, China-ASEAN economic linkages, Economic growth, Labor and women in the economy, Western and Asian business in Myanmar	Southeast Asia Courses Taught: World Economy; Business in Asia; Executive Education seminars on Business in Asia	
Number of Dissertations Supervised: 8 dissertations, 24 theses		
Recent Publications: “Beyond Gender: The Impact of Age, Ethnicity, Nationality and Economic Growth on Women in the Singapore Economy,” Singapore Economic Review (forthcoming) “How Land & People Fit in Singapore’s Economy”, and “What’s Wrong with Singaporeans?” in Donald Low, ed., Hard Choices: Challenging the Singapore Consensus. Singapore: National University of Singapore Press, 2014. “Singapore’s Success: After the Miracle” in Robert Looney, ed. Handbook of Emerging Economies. London: Routledge 2014. “Southeast Asian Chinese Business and Regional Economic Development”, in Chee-Beng Tan, ed., Handbook of the Chinese Diaspora. London: Routledge, 2013.		
Academic Experience, Awards, Honors and Distinctions: Victor L. Bernard Teaching Leadership Award (2014). Board of Directors, Multi-Fineline Electronix with operations in Singapore, Malaysia, China, US (2008-present). Asia Society Board of Trustees (1998-2004). Michigan Governor’s Commission on Asia and International Studies in the Schools (2001-02).		

Donald Lopez Arthur E. Link Distinguished University Professor of Buddhist Studies Chair, Department of Asian Languages and Cultures College of Literature, Science and the Arts	Ph.D. University of Virginia, 1982 M.A. University of Virginia, 1977 B.A. University of Virginia, 1974
Overseas Research Experience: Tibet, Switzerland, Bristol, India Language Proficiency: Tibetan = 4, Sanskrit = 3, French = 2, Spanish = 2 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 30%	
Research/Teaching Specializations: Tibetan religions, Asian religions, Tibetan history, European-Buddhism encounters, Buddhism and science	Southeast Asia Courses Taught: Tools and Methods in Buddhist Studies; Directed Readings in Tibetan; Introduction to Tibetan Buddhism; Buddhist Tantra History of Buddhist Studies; Introduction to Buddhism; Introduction to Asian Religions
Number of Dissertations Supervised: 5	
Recent Publications: Norton Anthology of World Religions, Volume 1: Hinduism, Buddhism, Daoism. New York: W.W. Norton, Forthcoming November 2014. with P. McCracken. In Search of the Christian Buddha How an Asian Sage became a Medieval Saint. New York: W.W. Norton, 2014. with G. de Cambrai and P. McCracken. Barlaam and Josaphat: A Christian Tale of the Buddha. New York: Penguin Books, 2014. with Robert E. Buswell, Jr. The Princeton Dictionary of Buddhism. Princeton: Princeton University Press, 2013. From Stone to Flesh A Short History of the Buddha. Chicago: University of Chicago Press, 2013. The Scientific Buddha: His Short and Happy Life (The Terry Lecture Series). New Haven: Yale University Press, 2012. “The Tibetan Book of the Dead”: A Biography. Princeton: Princeton University Press, 2011.	
Academic Experience, Awards, Honors and Distinctions: John H. D’Arms Faculty Award for Distinguished Graduate Mentoring in the Humanities (2007). Distinguished University Professor (2005). American Academy of Arts and Sciences (2000).	

Sharon Maccini Lecturer in Public Policy Gerald R. Ford School of Public Policy		Ph.D. Harvard University, 2005 M.Phil. Carnegie Mellon University, 2000 B.A. Brown University, 1995
Overseas Research Experience: N/A Language Proficiency: French = 4 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25%		
Research/Teaching Specializations: Applied Microeconomics; Health; International Development; Tax and Public Finance		Southeast Asia Courses Taught: Access to Medicine in Developing Countries; Economics of Public Health Across the World
Number of Dissertations Supervised: N/A		
Recent Publications: with Dean Yang. "Under the Weather: Health, Schooling and Socioeconomic Consequences of Early-Life Rainfall," American Economic Review. Forthcoming. "Do Local Public Funds Affect Child Health? Evidence from the Philippine Fiscal Devolution." Under review for publication.		
Academic Experience, Awards, Honors and Distinctions: "Under the Weather" paper awarded Best Article on the Economics of Food Safety or Nutrition, Agricultural and Applied Economics Association as well as featured in "The 9 th Annual Year in Ideas" New York Times Magazine, December 13, 2009. Consultant for William Davidson Institute, University of Michigan. Harvard Graduate School of Arts & Sciences Term Time Award (2003-2004). Agency for Healthcare Research and Quality Pre-Doctoral Fellowship (2000-2002). Carnegie Mellon Heinz School tuition and stipend support (1990). Phi Beta Kappa Society (1998-2000).		

Victor Mendoza Assistant Professor, Department of Women's Studies and English College of Literature, Science and the Arts		Ph. D. University of California, Berkeley, 2007 M.A. University of Illinois, Urbana-Champaign 2001 B.A. Muhlenberg College, 1998
Overseas Research Experience: N/A Language Proficiency: Spanish = 4, Tagalog = 3.5 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 30%		
Research/Teaching Specializations: Philippine American literature and culture; queer of color critique; queer studies; transnational feminist and gender studies; postcolonial studies; critical race theory; cultures of U.S, imperialism; interdisciplinary approaches to literature; performance studies; visual culture		Southeast Asia Courses Taught: Sex, Race, and Empire: Queer Theory, Postcolonial Theory, and the Literatures of U.S. Imperialism; Gender, Sexuality, Race, and Imperialism in Asian American Cultural Production; Introduction to LGBTQ Studies (Graduate Seminar); Asian American Women Writers
Number of Dissertations Supervised: N/A		
Recent Publications: Fantasy Islands: Illicit Desires and the Philippines in American Imperialism (book manuscript in progress). "Little Brown Students and the Homoerotics of White Love," Asian American Subgenres: 1853-1941. Hsuan Hsu, ed, special double issue of Genre: Forms of Discourse and Culture 39(4): 65-83 (2007). "'Come Buy': The Crossing of Sexual and Consumer Desire in Christina Rossetti's Goblin Market," ELH 73(4): 913-47 (2006). "A Queer Nomadology of Jessica Hagedorn's Dogeaters," American Literature 77(4): 815-845 (2005).		
Academic Experience, Awards, Honors and Distinctions: Research and Development Grant, Gettysburg College (2008 – 2009). Chancellor's Postdoctoral Fellowship, UIUC (2007 – 2008). "Excellent Instructor." Award given to UIUC instructors whose student evaluations rank in the top 5% of University, presented for teaching in Rhetoric, Gender and Women's Studies, Asian American Studies, Advertising, Theatre, and English (1999 – 2001, 2004 – 2007). Dean's Normative Time Fellowship, UCB (2004 - 2005)		

Rafael Meza Assistant Professor of Epidemiology School of Public Health		Ph.D. University of Washington, 2006 B.Sc. Instituto Tecnologico Autonomo de Mexico, 2000
Overseas Research Experience: Thailand, Mexico, Canada Language Proficiency: Spanish = 5 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 30%		
Research/Teaching Specializations: Cancer epidemiology and trends, mathematical modeling of disease processes, disease prevention, public health policy	Southeast Asia Courses Taught: N/A	
Number of Dissertations Supervised: 3 (in process); 5 theses.		
Recent Publications: Virani S, Sriplung H, Rozek LS, Meza R. Escalating burden of breast cancer in Southern Thailand: analysis of 1990-2010 incidence and prediction of future trends. Cancer Epidemiology, in press. Meza R, ten Haaf K, Kong CY, Erdogan A, Hazelton WD, Black W, et al. Comparative Analysis of Five-Lung Cancer Natural History and Screening Models that Reproduce Outcomes of the NLST and PLCO Trials. Cancer, in press, 2014. Holford TR, Meza R, Warner KE, Meernik C*, Jeon J, Levy DT. Tobacco Control and the Reduction in Smoking-related Premature Deaths in the United States, 1964-2012. JAMA 311(2), 164-171, 2014. de Koning H, Meza R, Plevritis S, ten Haaf K, et al. Benefits and harms of CT lung cancer screening strategies. A comparative modeling study for the U.S. Preventive Services Task Force. Annals of Internal Medicine 160(5), 311-320, 2014. Holford TR, Levy DT, McKay LA, Clarke L, Racine B, Meza R, Land S, Jeon J, Feuer EJ. Birth Cohort-Specific Smoking Histories: Initiation, Cessation, Intensity, and Prevalence Patterns for the United States, 1965-2009, American Journal of Preventative Medicine 46 (2): 2014		
Academic Experience, Awards, Honors and Distinctions: Honorary Research Professor, Mexico National Institute of Public Health		

Meredith Miller Assistant Professor of Architecture Alfred Taubman College of Architecture and Urban Planning		M.Arch Princeton University, 2006 B.S. Arch University of Virginia, 2001
Overseas Research Experience: Berlin, Jakarta, Thailand. Language Proficiency: N/A Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25%		
Research/Teaching Specializations: Environmental thinking on architecture; complex effects of inundation on megacities; designing with ecological elements		Southeast Asia Courses Taught: Summer Studio Abroad: Futures of Hypercomplexity.
Number of Dissertations Supervised: N/A		
Recent Publications: with E. Turpin and A.Bobbette. Jakarta: Architecture + Adaptation. Depok: Universitas Indonesia Press, 2013. with E. Turpin and A.Bobbette. “Jakarta: Design Research and the Futures of Hypercomplexity,” MONU 17:56-63 (2013). “Inland, Facing In,” another pamphlet 01: legibility!, another office. Pp 5-6 (2011). “Spheres, Domes, Limits, Interfaces: the Transgressive Architecture of Biosphere II,” Where Do You Stand, ACSA 2011 Annual Meeting Proceedings (peer-reviewed). with E. Abrons, C. Newell, T. Moran, R. Shieh., “Five Fellows: Full Disclosure,” Pidgin 9, Princeton University School of Architecture (2010). “Domestic Intervention,” Architect’s Newspaper, Midwest v.02 (May 19, 2010). “One 500 Dollar House, Five Architectural Experiments,” Lisa Smith, Core77 (June 4, 2010). “Bringing a Dead House Back to Life,” Karen Dybis, TIME.com (April 26, 2010).		
Academic Experience, Awards, Honors and Distinctions: A. Alfred Taubman Fellow in Architecture (2009-2010). Princeton University Graduate Fellowship (2002-2004). Intermediate Honors, University of Virginia (2000).		

Rudolf Mrazek Professor Emeritus of History, Department of History College of Literature, Science and the Arts	Ph.D. Czechoslovak Academy, Prague, 1987 M.A. Charles University, 1980 B.A. Charles University, Prague, Czech Republic, 1964
Overseas Research Experience: The Netherlands, France, Indonesia Language Proficiency: Indonesian = 4, Czech = 5, French = 3, German = 3, Dutch = 3 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100%	
Research/Teaching Specializations: Southeast Asian modern history; visual culture; prisons and internment; oral history	Southeast Asia Courses Taught: Technology and Colonialism in Southeast Asia; World War II in Southeast Asia; Modern Southeast Asia; Scholars and Officials in Colonial Southeast Asia; Exile and Prison in Modern Southeast Asia; Modern Island Southeast Asian Visual History; Cities and History
Number of Dissertations Supervised: 7	
Recent Publications: A Certain Age: Colonial Jakarta through the Memories of Its Intellectuals. Durham: Duke University Press, 2010. "Literature or Revolution: Writing Robust in a Postcolonial Metropolis" Social Text, 24(1): 103-125 (2006). "Bypasses and Flyovers: Studying Postcolonial Metropolis" Social History, 29(4): 425-443 (2004). Engineers of Happy Land: Technology and Colonialism in a Colony. Princeton: Princeton University Press, 2002. Indonesian translation published by Yayasan Obor, Jakarta 2006. Pramoedya Ananta Toer dan Kenangan Buru. Yogyakarta: Cermin, 2000. [Pramoedya Ananta Toer and Memories of Buru].	
Awards, Honors and Distinctions: N/A	

Gunalan Nadarajan Dean and Professor of Art and Design Penny W. Stamps School of Art and Design	M.S. National University of Singapore, 1997 M.A. University of Warwick, 1994 B.A. National University of Singapore
Overseas Research Experience: Singapore, Thailand Language Proficiency: Malay = 5 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25%	
Research/Teaching Specializations: Art, science, and technology; art theory; curation of contemporary art.	Southeast Asia Courses Taught: N/A
Number of Dissertations Supervised: N/A	
Recent Publications: Ambulations: An Exhibition of Contemporary Works Based on the Notion of Walking. LaSalle-SIA College of the Arts, Singapore, 2000. with Russell Storer and Eugene Tan. Contemporary Art in Singapore. Singapore: Institute of Contemporary Arts Singapore, 2007. with Andreas Broekmann. Place Studies in Art, Media, Science and Technology: Historical Investigations on the Sites and Migration of Knowledge. Germany:VDG Weimar, 2008. The Handbook of Visual Culture. London: Bloomsbury Academic, 2012. (consulting editor)	
Academic Experience, Awards, Honors and Distinctions: Member, Board of Directors of the Inter Society for Electronic Art. Member, Advisory Board of the Database of Virtual Art. Grant from National Science Foundation to develop a national network for collaborative research, education and creative practice between sciences, engineering, arts and design. Member, Special Interest Group in Graphics and Interactive Techniques (SIGGRAPH); Association for Computing Machinery (ACM); College Art Association; National Council of University Research Administrators; International Association of Aesthetics; and the American Association for the Advancement of Science. Elected a Fellow of the Royal Society of Art (2004). Exhibits include: Ambulations (Singapore, 1999), 180KG (Jogjakarta, 2002), media_city(Seoul, 2002), Negotiating Spaces (Auckland, 2004) and DenseLocal (Mexico City, 2009). Contributing curator for Documenta XI (Kassel, Germany, 2002) and the Singapore Biennale (2006). Juror for international exhibitions including ISEA2004 (Helsinki / Talinn), transmediale 05 (Berlin), ISEA2006 (San Jose) and FutureEverything Festival (Manchester, 2009). Artistic Co-Director; Ogaki Biennale 2006, Japan; Artistic Director of ISEA2008 (International Symposium on Electronic Art); Singapore.	

Shyamala Nagaraj Lecturer, Department of Statistics College of Literature, Science and the Arts		Ph. D. University of Pennsylvania, 1985 M. Econ. University of Malaya, 1975 B. Econ. University of Malaya, 1972
Overseas Research Experience: Malaysia Language Proficiency: Malay = 5 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 5%		
Research/Teaching Specializations: Statistical model-building and analysis; time-series analysis; experimental design		Southeast Asia Courses Taught: N/A
Number of Dissertations Supervised: 8 dissertations, 13 theses		
Recent Publications: Nagaraj, S., K. L. Goh, K. C. Cheong, N. P. Tey and Rohana Jani. "Gender imbalance in educational attainment and labour market dynamics: Evidence from Malaysia," Malaysian Journal of Economic Studies, forthcoming 2014. Munisamy, S. Noor Ismawati M. J., S. Nagaraj. "Does reputation matter? Case study of undergraduate choice at a premier university," Asia-Pacific Education Researcher, September(2013). Lee, K. H. and S. Nagaraj. "The crisis in education," Malaysia's Development Challenges, (Eds) Hal Hill, Tham Siew Yean, Ragayah Haji Mat Zin. London: Routledge, 2011. Lim, E. S. and S. Nagaraj (2010). "Impediments to Innovation: Evidence from Malaysian Manufacturing Firms," Asia Pacific Business Review. Reprinted in Innovation and Learning in Industrialising East Asia, Rajah Rasiah, Thiruchelvam Kanagasundram and Kuen Lee (eds), London: Routledge, 2011. Cheong K. C., S. Nagaraj and K. H. Lee. "Counting ethnicity and social integration." Malaysian Journal of Economic Studies. 46(2): 33-52 (2009).		
Academic Experience, Awards, Honors and Distinctions: Gold, silver and bronze medals for research in various areas, University of Malaya (2005-2009). Chapter on prostitution in Malaysia written with Siti Rohani Yahya in the book that won the 1998 International Nike Award at the Frankfurt Book Fair: Lin-Lean Lim (ed.): The Sex Sector: Economic and Social Bases of Prostitution in Malaysia. Geneva: ILO, 1998.		

Susan Najita Associate Professor, English College of Literature, Science and the Arts		Ph.D. University of California, Santa Barbara, 2001 M.A. University of Hawai'i Manoa, 1995 B.S. University of Wisconsin- Madison, 1989 University of Hawai'i at Manoa, 1983-1985
Overseas Research Experience: Aotearoa/New Zealand Language Proficiency: French = 3, Spanish = 3, Japanese = 3, Hawaiian = 3 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 15%		
Research/Teaching Specializations: Labor relations and class analysis; literatures of Hawai'i; pacific literary and cultural studies; Pacific island worlds; green indigeneity; gender and sexuality.		Southeast Asia Courses Taught: Interdisciplinary Approaches to Trauma: Asian and Pacific Islanders; Asian Pacific American Literature
Number of Dissertations Supervised: 5		
Recent Publications: "Decolonizing Pacific Literatures in English," in Pacific Rim Cultural Formations, Chris Connery, ed. University of California Press, Pacific Rim Currents Series, forthcoming. "In the Shade of the Banyan Tree," to appear in Oceania Fou: A Festschrift for Albert Wendt, Editors Teresia Teaiwa and Selina Tusitala Marsh, Contemporary Pacific, special issue 22(2): 2010.		
Academic Experience, Awards, Honors and Distinctions: Michigan Humanities Award (2011-13). Science of Learning Colloquium Fellow, Center for Research on Learning and Teaching, University of Michigan, Ann Arbor (2009-2010). Rackham Spring/Summer Research Grant (2007). Global Ethnic Literatures Seminar participant (2005). UC Humanities Research Institute (UCHRI) Seminar in Experimental Critical Theory on "Present Tense Empires, Race, Biopolitics" University of California, Irvine (2005). Junior Faculty Fellowship, Alternate, Woodrow Wilson National Fellowship (2004-05).		

Gayl Ness Professor Emeritus of Sociology College of Literature, Science and the Arts		Ph.D. University of California, Berkeley, 1961 M.A. University of California, Berkeley, 1957 B.A. University of California, Berkeley, 1954
Overseas Research Experience: Japan, Indonesia, Malaysia, India, Pakistan, Thailand, Philippines, South Korea, China Language Proficiency: French = 2, Danish = 2, Malay = 2 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 50%		
Research/Teaching Specializations: Economic development; population; environmental change		Southeast Asia Courses Taught: First Year Seminar in Sociology: Population, Development, and Environment
Number of Dissertations Supervised: 2		
Recent Publications: "Urbanization and Its Environments," Taniguchi, Makoto ed. Groundwater and Subsurface Environments: Human Impacts in Asian Coastal Cities. Tokyo: Springer Publications, 2011. "Dilemmas of Local Government in a Global Age," Local Administration Journal 2(3): 1-16 (2009). "Human Impacts on Urban Subsurface Environments," with Makoto Taniguchi and William C. Burnett, eds., Special Issue, Science of the Total Environment Special Issues 404(9): 377-392 (2009). "Overview: Low Fertility in East and Southeast Asia, Forthcoming, in Nohiro Ogawa et al, Low Fertility in East and Southeast Asia. Nihon University Population Research Institute, occasional papers, forthcoming. with Hirofumi Ando. "Aging in Asian Cities, An Exploratory Analysis," Nihon University Population Research Institute, NUPRI Research Paper Series No.75, April 2009. Tokyo: Nihon University Population Research Institute. Asian Urbanization for the New Millennium. Marshall Cavendish, 2005. Five Cities: Modelling Asian Urban Population-Environment Dynamics. Singapore: Oxford University Press, 2000.		
Academic Experience, Awards, Honors and Distinctions: Member, International Advisory Committee, Asian Urban Information Center of Kobe, Japan (1989- present). Advisor, United Nations Committee on the United Nations Population Award (1983-1999). Consultant, United Nations Population Fund (UNFPA), (1977-1999).		

Thuy-Anh Thi Nguyen Lecturer, Department of Asian Languages and Cultures College of Literature, Science and the Arts		M.A. University of Wisconsin, Madison, 2005 B.A. Hanoi University of Foreign Studies, 1996
Overseas Research Experience: Vietnam Language Proficiency: Vietnamese = 5 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 100%		
Research/Teaching Specializations: Translation; Language; Culture; History; Technology in Language Teaching; Social Work and International Development (Southeast Asian and Vietnam studies)		Southeast Asia Courses Taught: First year Vietnamese (two semester sequence); Second year Vietnamese (two semester sequence) Advanced Vietnamese (two semester sequence).
Number of Dissertations Supervised: N/A		
Recent Publications: Co-translated poems by Nha Thuyen in the Poetry Book: VIETNAM Three Poets Vagabond, 2013. (http://vagabondpress.net/products/poems-of-luudieuvan-luu-melan-nha-thuyen) Practical Use of Technology in Language Teaching & Learning, presented at GUAVA Workshop, Yale University, 2010. Designing Language Class without Walls through Immersion Program, UC Language Consortium Conference Theoretical & Pedagogical Perspectives, University of California, San Diego, 2010. Creative Ways of Using Online Interactive Writing and Reading Assignments in Foreign Language Classrooms, AZLA Fall Conference, Glendale Community College, Arizona, 2009.		
Academic Experience, Awards, Honors and Distinctions: Grant for Study Abroad to Vietnam, Center for Global and Intercultural Studies, University of Michigan (2008-2013). ISAC Vietnam group travel grant, Office of International Program, University of Michigan (2009). Lecturers' Professional Development Grants, by Center for Research on Learning and Teaching, University of Michigan (2009).		

Amy Nguyen-Chyung Assistant Professor of Strategy Stephen M. Ross School of Business		Ph.D. University of California, Berkeley, 2013 M.S. University of California, Berkeley, 2012 M.P.A. Princeton University, 2000 M.B.A. University of Pennsylvania, 1999 B.A. Harvard University, 1994
Overseas Research Experience: N/A Language Proficiency: Vietnamese = 4, Korean = 1, Japanese = 1, Spanish = 1 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 10%		
Research/Teaching Specializations: Strategy; entrepreneurship; non-market strategy; international management; global strategy		Southeast Asia Courses Taught: Global Strategy
Number of Dissertations Supervised: N/A		
Recent Publications: with John Ciacchella. “Offshoring: Accelerating and Here to Stay The Supply Chain Connection,” Newsletter of the Stanford Global Supply Chain Management Forum, 10(4): 2004.		
Academic Experience, Awards, Honors and Distinctions: Ewing Marion Kauffman Dissertation Fellowship (2013). Sylvan C. and Pam Coleman Memorial Fellowship/UC Berkeley Distinguished Graduate Fellow (2012). Crawford Dissertation Fellowship, (2011-2012). Institute for Business Innovation/Institute for Management, Innovation and Organization Research Grants (2007-2011). Dean’s Research Fellowship/Sasakawa Fellow (2010). Crawford Research Assistantship (2009-2010). Distinction, PhD Field Qualifying Paper (2009). Levi Strauss Small Grant (2009). Eugene Cota-Robles Fellowship (2007-2009). National Science Foundation Graduate Research Fellowship in Economics, Honorable Mention (2008). Strategic Management Society Best Conference Paper Prize Finalist (2001). Henry and Marcelle Morgenthau Fellowship (1999). John Harvard Scholarship/Elizabeth Cary Agassiz Award: “academic achievement of highest distinction” (1992-1994).		

Susan Pratt Walton Lecturer IV in Musicology School of Music, Theatre and Dance and Lecturer, Art and Ideas in Humanities, Residential College College of Literature, Science and Arts	Ph.D. University of Michigan, Musicology, 1996 MA University of Michigan, Southeast Asian Studies, 1974 BA University of Michigan, Music, 1969
Overseas Research Experience: Indonesia Language Proficiency: Indonesian = 5, Javanese = 3, Italian = 2, Spanish = 2 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 80%	
Research/Teaching Specializations: Ethnomusicology; Indonesian music and culture; gender issues; race and ethnicity; performance arts of South and Southeast Asia	Southeast Asia Courses Taught: Cultural Confrontations in the Arts; Performing Arts of South and Southeast Asia; Arts and Ideas of Modern South and Southeast Asia; Performing the Ramayana in South and Southeast Asia; Studying and Playing Southeast Asian Music; Writing and Performing Indonesian Gender; Cultural Confrontations in the Arts; Sex and Social Roles in the South Seas
Number of Dissertations Supervised: 1	
Recent Publications: “Aesthetic and Spiritual Links in Javanese Gamelan Music,” Journal of Aesthetics and Art Criticism 65(1):31-41 (2007). “An Ancient Epic Critiques Modern Conflict: Javanese Dance-Drama at the University of Michigan.” In The Journal of the International Institute 11(2-3), 2004. “Nyai Tumenggung Mardusari” New Grove Dictionary of Music and Musicians Volume 15. Stanley Sadie, ed. New York: Macmillan Publishers, 2001.	
Academic Experience, Awards, Honors and Distinctions: N/A	

Esperanza Ramirez-Christensen Professor Emerita, Department of Asian Languages and Cultures College of Literature, Science and the Arts		Ph.D. Harvard University, 1983 M. A. University of California, Berkeley, 1973 B.A. University of the Philippines, 1966
Overseas Research Experience: Japan Language Proficiency: Filipino = 5, Japanese = 4, Classical Chinese = 3, Danish = 3, Spanish = 2, French = 2 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 10%		
Research/Teaching Specializations: Japanese literature, Heian and medieval poetry, narrative, and criticism; literary hermeneutics and Buddhist intellectual philosophy; Feminist theory; Translation theory		Southeast Asia Courses Taught: N/A
Number of Dissertations Supervised: 3		
Recent Publications: “Japanese Poetics” entry in <i>The Princeton Encyclopedia of Poetry and Poetics</i> , eds. Roland Greene et al. Princeton University Press, 2012. “The Tale of Genji,” entry for <i>Oxford Encyclopedia of Women in World History</i> , eds. Bonnie G. Smith et al. Oxford University Press, 2008. Emptiness and Temporality: Buddhism and Japanese Poetics. Stanford University Press, 2008. trans., <i>Murmured Conversations: A Treatise on Poetry and Buddhism by the Poet-Monk Shinkei</i> . Stanford University Press, 2008.		
Academic Experience, Awards, Honors and Distinctions: Member, Philippine Studies Committee, CSEAS (2008-2011). US-Japan Friendship Commission Translation Prize for Japanese Literature, 2009. University of the Philippines Alumni Association of America Distinguished Alumna Award in Education, 2009. Edwin O. Reischauer Visiting Professor of Japanese Studies, Harvard University, 2005-06. Faculty Fellowship, Institute for the Humanities, University of Michigan, 1999-2000.		

Steven Ratner Bruno Simma Collegiate Professor of Law School of Law	M.A. Graduate Institute of International Studies, Geneva, 1993 J.D. Yale University, 1986 A.B. Princeton University, 1982
Overseas Research Experience: N/A Language Proficiency: French = 4 Spanish = 2 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 10%	
Research/Teaching Specializations: Human rights; ethnic conflict; territorial borders; international organizations; foreign investment; moral philosophy; international criminal law; humanitarian law	Southeast Asia Courses Taught: Transnational Law; Advanced Transnational Law; Law of War; International Investment
Number of Dissertations Supervised: 1	
Recent Publications: "Beyond Courtroom Arguments: Why International Lawyers Need to Focus More on Persuasion, Part I." <i>EJILTalk</i> (September 10, 2013). with R. Giladi. "The Role of the ICRC" in <i>The Geneva Conventions in Context: A Commentary</i> , A. Clapham, P. Gaeta, and M. Sassoli, eds. Oxford: Oxford University Press, Forthcoming 2015. "Self-Defense Against Terrorists: The Meaning of Armed Attack." In <i>Counter-terrorism Strategies in a Fragmented International Legal Order: Meeting the Challenges</i> . N. Schrijver and L. van den Herik, eds. Cambridge: Cambridge University Press, 2013. "Ethics and International Law: Integrating the Global Justice Project(s)." <i>International Theory</i> 5(1): 1-13 (2013).	
Academic Experience, Awards, Honors and Distinctions: In 1998-99, he was appointed by the UN Secretary-General to a three-person group of experts to consider options for bringing the Khmer Rouge to justice.	

Nicholas Rine Clinical Professor of Law Director, Program for Law and Development in Cambodia School of Law	J.D. Wayne State University Law School, 1973 B.A. Wayne State University College of Liberal Arts, 1969
Overseas Research Experience: Cambodia Language Proficiency: French = 2 Khmer = 1 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25%	
Research/Teaching Specializations: Clinical law; ethics; development	Southeast Asia Courses Taught: Law and Development
Number of Dissertations Supervised: 10	
Recent Publications: with L.U. Meng. Professional Responsibility. Cambodian Legal Textbook Series. Phnom Penh: Community Legal Education Center, 2000. (In Khmer and English).	
Academic Experience, Awards, Honors and Distinctions: N/A	

Priscilla Rogers Associate Professor of Business Communication Stephen M. Ross School of Business		Ph.D. University of Michigan, 1986 M.A. Western Michigan University, 1971 B.S. Western Michigan University, 1971
Overseas Research Experience: Singapore Language Proficiency: German = 1 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 50%		
Research/Teaching Specializations: Business and technical communications; management of communications; cross-cultural communications in Asia; global multidisciplinary action projects		Southeast Asia Courses Taught: Managerial Communications, Business and Media Relations, Writing and Speaking for the Global Manager, Communication Management, Managerial Writing
Number of Dissertations Supervised: 5		
Recent Publications: Managing Communication at Work. In progress. with C. Clark, U. Murfett, and S. Ang. "Is Empathy Effective for Customer Service?" Journal of Business and Technical Communication 27(2): 123-153 (2013). with M. Gunesequera and M.L. Yang. "Language Options for managing: Dana Corporation's Philosophy and policy document" Journal of Business Communication 48(3): 256-299 (2011). with N. Campbell, L. Louhiala-Salminen, K. Rentz and J. Suchan. "The impact of perception of journal quality on business/management communication academics" Journal of Business Communication 44(4):403-426 (2007). with Colin Clark. "Singaporean and US evaluations of business writing: Consistency and national perspectives matter" Journal of Asian Business 21(1):1-18 (2006).		
Academic Experience, Awards, Honors and Distinctions: Best Article in Journal of Business Communication Award, Association for Business Communication (2007); Outstanding Researcher award, Association of Business Communications (1999)		

Laura Rozek Associate Professor of Environmental Health Sciences School of Public Health		PhD. University of Michigan, 2005 M.A. University of Michigan, 2005 M.S. University of Washington, 1999 B.S. University of Notre Dame, 1994
Overseas Research Experience: Israel, Egypt, Thailand Language Proficiency: N/A Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25%		
Research/Teaching Specializations: Cancer epidemiology; environmental epidemiology; molecular epidemiology; environmental health; global health		Southeast Asia Courses Taught: N/A
Number of Dissertations Supervised: 1		
Recent Publications: Virani S, Sriplung H, Rozek LS, Meza R. Escalating burden of breast cancer in Southern Thailand: analysis of 1990-2010 incidence and prediction of future trends. Cancer Epidemiology, in press. Rozek LS, Dolinoy DC, Sartor MA, Omenn GS. Epigenetics: relevance and implications for public health. Annual Review of Public Health. 35:105-22 (2014). doi: 10.1146/annurev-publhealth-032013-182513. Colacino JA, Arthur AE, Ferguson KK, Rozek LS. Dietary antioxidant and anti-inflammatory intake modifies the effect of cadmium exposure on markers of systemic inflammation and oxidative stress. Environmental Research. 131C:6-12 (3/4/2014). doi: 10.1016/j.envres.2014.02.003.		
Academic Experience, Awards, Honors and Distinctions: N/A		

Carla Sinopoli Professor of Anthropology Director of the Museum of Anthropology College of Literature, Science and the Arts		Ph.D. University of Michigan, 1986 M.A. University of Michigan, 1979 B.A. State University of New York, 1978
Overseas Research Experience: India Language Proficiency: Spanish = 3, French = 1, Kannada = 1 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 15%		
Research/Teaching Specializations: Archaeology of South and Southeast Asia, material culture; empires and early states	Southeast Asia Courses Taught: Prehistoric Archaeology; Topics in Archaeology: History and Archaeology; Archaeology of Empires; Early Civilizations; Gender and Archaeology; Archaeological Research Design; Material Culture	
Number of Dissertations Supervised: 8 dissertations, 2 theses, 6 B.A. honors theses		
Recent Publications: “Characterizing the Stoneware ‘Dragon Jars’ in the Guthe (Philippine expedition) Collection: Chemical, decorative, and formal patterning” (with Stephen Dueppen, Robert Brubaker, Christophe Descantes, Michael Glascock, Will Griffin, Hector Neff, Rasmi Shoocongdej, and Robert J. Speakman). Asian Perspectives, 2006. Ancient India in its Wider World, ed. with G. Parker. Ann Arbor: University of Michigan Center for South Asian Studies, 2008.		
Academic Experience, Awards, Honors and Distinctions: Senior Fellow, UM Society of Fellows; NEH Fellowship Research grants from NEH, NSF, National Geographic Society, Wenner Gren Foundation. Exhibitions Curated: Philippine Photos and Finds: A Century of University of Michigan Anthropology in the Philippines, UM Exhibits Museum (1998); Archaeology! (2009), Collecting for Research (2009); Dragons to Butterflies: 19th-20th Chinese children’s clothing (2007-2008) Paisley and Peacocks (University of Michigan Museum of Art, 2005); Virtual Exhibition, Batak Texts from Indonesia (ongoing) University of Michigan, Office of the Vice President for Research, “ A Preliminary Study of Stoneware Dragon Jars in the Museum of Anthropology’s Philippine Expedition Collection” (1995). University of Missouri-Columbia, Research Reactor Center: “A Preliminary Characterization Study of Stoneware ‘Dragon Jars’ in the Philippine Expedition Collection” (1995)		

Lois M. Verbrugge Research Professor Emerita of Gerontology Senior Distinguished Research Scientist, Center for Population Planning School of Public Health		Ph.D. University of Michigan, 1974 M.A. University of Michigan, 1970 M.P.H. University of Michigan, 1969 B.A. Stanford University, 1967
Overseas Research Experience: Singapore, Malaysia, Netherlands Language Proficiency: French = 4, Spanish = 2 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 20%		
Research/Teaching Specializations: Demography; medical sociology; health survey research methods; gerontology; social epidemiology		Southeast Asia Courses Taught: N/A
Number of Dissertations Supervised: 25		
Recent Publications: with X. Liu. "Midlife trends in activities and disability" Journal of Aging and Health. Forthcoming. with Wong, Y.S. "Living alone: Elderly Chinese Singaporeans." Journal of Cross-Cultural Gerontology. 24(3): 209-224 (2009). with L. Juarez. "Arthritis disability and heart disease disability." Arthritis Care & Research, 59(10), 1445-1457 (2008). with A. Chan. "Giving help in return: Family reciprocity by older Singaporeans." Ageing & Society, 28(1), 5-34 (2008). with L. Juarez. "Profile of arthritis disability: II." Arthritis Care & Research, 55(1), 102-113 (2006). with K.K. Mehta, and E. Wagenfeld-Heintz. "Views of disability in the U.S. and Singapore." Research on Aging, 28(2): 216-239 (2006).		
Academic Experience, Awards, Honors and Distinctions: Distinguished Switzer Fellowship from the National Institute on Disability and Rehabilitation Research.		

Henry Wright Albert Clanton Spaulding Distinguished University Professor of Anthropology Curator of Near Eastern Archaeology, Museum of Anthropological Archaeology College of Literature, Science and the Arts		Ph.D. University of Chicago, 1967 M.A. University of Chicago, 1965 B.A. University of Michigan, 1964
Overseas Research Experience: Myanmar, Thailand, China, Madagascar, Middle East Language Proficiency: French = 2 Persian = 2 Arabic = 3 Malagasy = 3 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 10%		
Research/Teaching Specializations: Evolution of states; urban societies		Southeast Asia Courses Taught: Introduction to Archaeology; Early Civilizations; Origins of States Near Eastern Prehistory; Pacific Archaeology
Number of Dissertations Supervised: 26		
Recent Publications: with James Neely (eds). Elamite and Achaemenid Settlement on the Deh Luran Plain. Ann Arbor: Memoirs of the Museum of Anthropology No. 47, 2010 Early State Formation in Central Madagascar: An Archaeological Survey of Western Avaradrano. Ann Arbor: Memoirs of the Museum of Anthropology No. 43, 2007. with Liu Li, Xngcan Chen, Yun Kuen Lee, and Arlene Rosen. "Settlement patterns and development of social complexity in the Yiluo region, North China," Journal of Field Archaeology 29(1/2): 75-100, 2004. with E.S.A. Rupley. "Cultural Action in the Uruk World" and "Calibrated Radiocarbon Age Determinations of Uruk-Related Assemblages" in Uruk Mesopotamia and Its Neighbors: Cross Cultural Interactions in the Era of State Formation. Mitchell Rothman, ed. Santa Fe: School of American Research, 2001.		
Academic Experience, Awards, Honors and Distinctions: MacArthur Fellow, Member, U.S. National Academy of Sciences, Foreign Associate, Chinese Academy of Social Sciences		

Dean Yang Associate Professor of Public Policy Gerald R. Ford School of Public Policy Associate Professor of Economics College of Literature, Science and the Arts		Ph.D. Harvard University, 2003 B.A. Harvard University, 1995
Overseas Research Experience: Philippines Language Proficiency: Filipino (Tagalog) = 4 Percent of Time Devoted to Southeast Asia: (teaching, research, or consulting): 25%		
Research/Teaching Specializations: International migration; microfinance; behavioral economics; disasters and risk; human capital; international trade; crime and corruption; development of poor economies	Southeast Asia Courses Taught: The Economics of Developing Countries	
Number of Dissertations Supervised: 14		
Recent Publications: with Ashraf, Nava, Diego Aycinena, Claudia Martinez A., "Savings in Transnational Households: A Field Experiment among Migrants from El Salvador," Review of Economics and Statistics, forthcoming. with Seshan, Ganesh. "Motivating Migrants: A Field Experiment on Financial Decision-Making in Transnational Households," Journal of Development Economics 108: 119-127 (2014). with McKenzie, David and Caroline Theoharides, "Distortions in the International Migrant Labor Market: Evidence from Filipino Migration and Wage Responses to Destination Country Economic Shocks," American Economic Journal: Applied Economics, 6(2): 49-75 (2014). with Giné, Xavier and Jessica Goldberg. "Credit Market Consequences of Improved Personal Identification: Field Experimental Evidence from Malawi," American Economic Review 102(6): 2923-2954 (2012). "Migrant Remittances, Journal of Economic Perspectives 25(3): 129-152 (2011). with Park, Albert, Xinzhen Shi, and Yuan Jiang, "Exporting and Firm Performance: Chinese Exporters and the Asian Financial Crisis," Review of Economics and Statistics, 92(4): 822-842 (2010). with Maccini, Sharon "Under the Weather: Health, Schooling, and Economic Consequences of Early-Life Rainfall," American Economic Review 99(3): 1006-1026 (2009).		
Academic Experience, Awards, Honors and Distinctions: "Under the Weather" paper awarded Best Article on the Economics of Food Safety or Nutrition, Agricultural and Applied Economics Association as well as featured in "The 9 th Annual Year in Ideas" New York Times Magazine, December 13, 2009. Grant, "Financial Education vs. Financial Access in Transnational Households (with Paolo Abarcar and Rashmi Barua) from Citi Foundation/IPA Financial Capabilities Research Fund (2014-15). Grant, "Combating Vote-Selling: A Field Experiment in the Philippines" from MCubed (2013-2014). Grant, "Fingerprinting to Reduce Risky Borrowing (with Xavier Gine and Jessica Goldberg) from USAID Development Innovation Ventures Phase 2 (2013-2016). Grant, "Barriers to Medicaid Participation among Immigrants: A Randomized Experiment" (with Tara Watson and Emily Beam), National Institutes of Health, R21 Award (2012-2014). Associate Editor, Review of Economics and Statistics (2012-present); Associate Editor, Journal of Development Economics (2010-present); Deputy Editor, Demography (2013-2014).		

Amy Fox McNulty Senior Associate Formative Evaluation Research Associates		M.A. University of South Florida, 1998 B.A. Middlebury College, 1993
Overseas Research Experience: Turkey, Costa Rica Language Proficiency: Spanish = 3, Turkish = 2 Percent of Time Devoted to Southeast Asia: (evaluation): 5%		
Research/Teaching Specializations: Qualitative data collection and analysis; formative and outcome evaluations; and group processes; especially data interpretation workshops		Southeast Asia Courses Taught: N/A
Number of Dissertations Supervised: N/A		
Recent Publications: N/A		
Professional Experience, Awards, Honors and Distinctions: Project Associate, Formative Evaluation Research Associates, Inc. (FERA, 2001-1999). Research Associate, FERA (1999-2001). Research Associate, David C. Anchin Center, University of South Florida (1998-99). Graduate Assistant, Department of Anthropology, University of South Florida (1996-98). Evaluation Research Intern, Institute for Community Research (1997).		

Karin E. Tice President and Senior Partner Formative Evaluation Research Associates, Inc.		Ph.D. Columbia University , 1989 M.A. Teachers College/Columbia University, 1982 B.A. Friends World College, 1978
Overseas Research Experience: Panama, Spain, Guatemala, Mexico, Switzerland, Thailand Language Proficiency: Spanish = 5, Portuguese = 4, Catalan = 2, Kackchiquel = 2, Kuna = 2 Percent of Time Devoted to Southeast Asia: (evaluation): 5%		
Research/Teaching Specializations: Strategic leadership; evaluation design and implementation; dissemination of evaluation findings; teaching about evaluation		Southeast Asia Courses Taught: N/A
Number of Dissertations Supervised: N/A		
Recent Publications: Jewish Community Youth Foundation: Ten Years of Impact. Princeton, NJ: Jewish Youth and Family Services, 2013. The State of Opportunity? The Road Ahead for Michigan: Examining Access and Equity for Michigan's Young People, Cradle to Career. Grand Haven: Council of Michigan Foundations, 2012. Advancing the Common Good: Baseline Health Evaluation Report (2009-2011). Battle Creek, United Way of the Battle Creek and Kalamazoo Region, 2012. Jewish Teens Engaged in Grantmaking and Leadership: Ten Years of Impact (2000-2010). Denver: Rose Youth Foundation, 2011. United Way Strategic Restructuring Efforts: A National Set of Case Studies. Battle Creek: United Way of Greater Battle Creek, 2008. Global Fund for Community Foundations Final Evaluation Report (2006-2008). Brussels: Global Fund for Community Foundations/European Foundation Center, 2008. (Available at www.wings-globalfund.org) Youth Grantmakers from Communities of Color: National Case Studies. Grand Haven: Council of Michigan Foundations, 2007.		
Professional Experience, Awards, Honors and Distinctions: President, Formative Evaluation Research Associates, Inc. (FERA), 1986-present Consultant, Office of Educational Evaluation, New York City Board of Education, April-June 1986 Lecturer in Anthropology, Eastern Michigan University, Fall 1986 Consultant, New Age Inc. "Intergenerational Initiatives in Support of Families: A Statewide Planning Conference," May 1985		

PROJECT SPECIFIC PERFORMANCE MEASURE FORMS

Project Goal Statement: Enhance SEA area studies capacity at University of Puerto Rico Rio Piedras, community colleges, and K-12 educators by disseminating SEA area studies resources, providing professional development workshops and curriculum development opportunities to said institutions and educators.	
Performance Measures: 1. Increase by 50% courses taught: a) by K-16 educators (participating in professional curriculum development workshops) in Puerto Rico; and b) by UPR faculty, into which SEA area studies materials are incorporated by the end of the grant as compared to baseline data.	Activities: 1. Participate in annual professional and curriculum development workshop for K-16 educators at UPR to provide SEA area studies resources and information. 2. Create web resource for SEA area studies materials in English and Spanish for curriculum development. 3. Advertise Academic Sharing program to UPR faculty. <i>See narrative pp. 31-32 for details.</i>
2. Increase SEA content in participating community colleges' courses in at least 4 courses by the end of the grant.	4. Encourage incorporation of SEA materials into community college courses. 5. Co-sponsor curriculum development workshops for Midwest region community colleges. 6. Create traveling 5 year exhibit on Khmer Rouge genocide to be displayed in Midwest region community colleges. <i>See narrative pp. 32-33 for details.</i>
3. Increase by 10% the number of K-12 teachers attending WHaLI workshops and world music courses who report incorporating workshop and/or course content in their teaching one year later.	7. Organize twice-yearly professional development WHaLI workshops to provide SEA resources and information for K-12 teachers and pre-service education students. 8. Create web resource for SEA area studies materials and world history and literature pedagogy materials. <i>See narrative pp. 27-30 for details.</i> 9. Offer World Music course in Music Education department each year of the grant. 10. Disseminate information to graduates from Music Education program on concerts, workshops, and other pertinent and local world music activities. <i>See narrative p. 30 for details.</i>

Project Goal Statement: Increase international scholarly collaboration and information flow between the United States and Southeast Asia.	
Performance Measures: <ol style="list-style-type: none"> 1. An increase in collaborative research efforts and co-authored publications between U-M faculty and students and Southeast Asian scholars and researchers over the four-year grant. 2. An increase in the number of courses taught by SEA visiting scholars over the four-year grant. 3. An increase in student travel to SEA for internships, research, or conference presentation over the four-year grant. 	Activities: <ol style="list-style-type: none"> 1. Bring SEA scholars to U-M for research workshop. 2. Support public presentations of collaborative research between U.S. and Indonesian scholars and researchers. 3. Participate in United States-Indonesian Partnership Project, a consortium of six U.S. institutions and six Indonesian institutions. 4. Support students in efforts to secure funding and internships or research projects in SEA. <p><i>See narrative pp. 34-35, 38 for details.</i></p>
Project Goal Statement: Contribute to meeting national need for Southeast Asia language and area studies expertise.	
Performance Measures: <ol style="list-style-type: none"> 1. An increased number of SEA FLAS Fellows are enrolled in intermediate and advanced priority languages over the course of the grant as compared to the previous 4 years [(Indonesia, Filipino/Tagalog, Javanese, Thai, or Vietnamese) <i>GPRA measure 3</i>]. 2. The number of FLAS Fellows who engage in professional development opportunities and obtain positions using SEA language and area skills and in areas of national need after graduation as compared to previous FLAS cohorts (baseline to be established in grant year 1). 3. A new certificate program in Islamic Studies with an emphasis on SEA is developed and marketed to students by the end of the grant year (<i>GPRA measure 4</i>). 	Activities: <ol style="list-style-type: none"> 1. Provide professional development opportunities for SEAS students, including workshops, advising for internships, and networking with government agencies, business, and non-profits. 2. Offer Javanese language in accordance with student interest. 3. Promote language study and FLAS awards, including working with language instructors to encourage continued study of language and reaching out to students who study abroad in the region. 4. Develop curriculum and requirements for certificate in Islamic Studies with emphasis on Southeast Asia. 5. Market certificate option to professional school students.

Susan A. Gelman, Interim Dean

Heinz Werner Distinguished University Professor
Professor of Psychology

June 23, 2014

United States Department of Education
International and Foreign Language Education
1990 K Street, NW
Suite 6083
Washington, DC 20006-8521

To Whom It May Concern:

It is with admiration and enthusiasm that I write to support the application for funding under the Title VI program from the Center for Southeast Asia Studies (SEAS) at the University of Michigan. This grant will not only provide resources to advance our mission of supporting area studies and international studies within the College of Literature, Science, and the Arts at the University of Michigan, but will also provide resources to benefit our collaborating institutions (such as the University of Puerto Rico) and help train the next generation of professionals and scholars in the study of Southeast Asia.

Our college of LSA supports the projects in this application in concrete ways, including supplemental funding for FLAS, administrative support for SEAS, funding for language lecturers, and salaries for our outstanding faculty in Southeast Asia Studies. College leadership recognizes the tremendous value of the grants for our campus, the surrounding region, and for the national interest. With knowledge of the many benefits of Title VI programs, including the NRC and FLAS, I wholeheartedly endorse this application.

Sincerely,



Susan A. Gelman
Heinz Werner Distinguished University Professor
Professor of Psychology
Interim Dean, College of Literature, Science, and the Arts



Recinto de
Río Piedras

June 17, 2014

Prof. Ken Kollman, Director
International Institute
University of Michigan
1080 S. University Ave., Suite 2660
Ann Arbor, MI 48109-1106

Dear Prof. Kollman:

I am writing to confirm our participation in the teacher training/outreach initiative, "University of Puerto Rico (UPR-Río Piedras)-University of Michigan (UM) Partnership—Cross-Center Collaboration in Area Studies," proposed in the Title VI grant proposals of 7 units at the International Institute. This partnership promises to strengthen area-studies capacities in our university and K-12 communities at large.

We are delighted to collaborate in the curriculum and professional development activities that we have developed together with UM faculty and staff, and we look forward to continue working closely with UM's National Resource Centers over the next four years. This partnership provides invaluable opportunities to internationalize our curriculum to better serve our students and the broader K-12 community, exchange ideas, and strengthen linkages with the University of Michigan.

If you need any other information, please do not hesitate to contact me. I can be reached at 787-760-0000, extension 2178.

Sincerely,

Aurora Lauzardo, PhD
Acting Dean

Decanato de
Estudios Graduados
e Investigación

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MIDWEST INSTITUTE for
International & Intercultural Education



P.O. Box 325
Oshtemo, Michigan 49077

June 8, 2014

Kate Wright
Center for Southeast Asian Studies
University of Michigan
1080 S. University, Suite 3603
Ann Arbor, MI 48109-1106

Dear Kate:

This letter is to confirm the participation and support of the Midwest Institute consortium (MIIE) for your Title VI proposal to the U.S. Department of Education for the 2014-2018 period.

Given our past successful collaboration, the colleges of the Midwest Institute consortium welcome the opportunity to expand its international curriculum and provide professional support for its faculty under this project. As the director of the consortium, I will serve as the coordinator for its colleges towards this project.

In particular, we look forward to collaborating in supporting:

1. Organize several week-long workshops for community college faculty to develop curriculum modules for course-infusion.
2. Participation in the annual conferences of MIIE.

The Midwest Institute consortium is prepared to provide the necessary support for the aforementioned projects and continue our fruitful collaboration.

With best regards,

Theo Sypris, Director

INFORMATION TO ADDRESS SECTION 427 OF THE GENERAL EDUCATION PROVISION ACT

University of Michigan Nondiscrimination Statement:

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity, and Title IX/Section 504/ADA Coordinator, Office of Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, 734-763-0235, TTY 734-647-1388, or institutional.equity@umich.edu. For other University of Michigan information call 734-764-1817.

Please also refer to pages 26 and 45 in the narrative.

APPLICATION WORLD REGION OR THEMATIC FOCUS FY2014-2017

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input checked="" type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor’s CV.

[illegible]

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

Please see attachment A

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

Please see attachment B

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: University of Michigan Center for Southeast Asian Studies

Name/Title of Authorized Representative (Printed): Stacey Althouse

Title: Project Representative
Telephone: 734-936-1361
E-mail: stacealt@umich.edu

Signature: 

Date: 6/26/2014

DIVERSE PERSPECTIVES AND WIDE RANGE OF VIEWS IN FUNDED ACTIVITIES

The University of Michigan Center for Southeast Asian Studies has long been committed to presenting diverse perspectives and a wide range of views. The Center has consistently sought to provide information and stimulate informed discourse and debate on important issues about which there may be competing scholarly and/or political tendencies. No single perspective or viewpoint is given primacy in a disproportionate number of activities, even if Center activities on controversial subjects may not be able to present all relevant viewpoints. Individual programs may be more limited. This commitment to diversity guides not only academic and public outreach programming that focuses on contested issues in domestic and international politics; it also guides programming related to intellectual and pedagogic debates about teaching and research on SEA. It reflects a concern for basic fairness and a fundamental belief of the Center and of the University that serious and balanced engagement with diverse viewpoints promotes political and social tolerance and the enduring values of good citizenship. Through diversity of viewpoints, we hope to generate serious debate.

During the FY2014-17 NRC and FLAS funding cycle, CSEAS program planning will represent a wide range of regions, disciplines and especially points of view. Potentially controversial topics may be reviewed by the CSEAS Executive Committee, composed of faculty members from a range of disciplines and collectively incorporates diverse perspectives about the study of SEA. When appropriate, input will also be sought from other faculty members and/or other centers or institutes with expertise pertaining to the activities being planned.

Exit surveys of individual programs (e.g., teacher training workshops, public outreach events) and annual audience surveys will include questions about coverage of diverse perspectives. This feedback will be considered when planning other programs for the purpose of

ensuring that diversity is achieved in relevant programs over the course of the semester. Ways to contact CSEAS' administration are listed on our website, and concerns regarding the diversity of our programming will be addressed in a timely fashion. If legitimate concerns are raised about the diversity of Center programming related to a particularly controversial subject, assessments and recommendations will be sought from qualified SEA specialists both within and outside the University.

**GOVERNMENT SERVICE IN AREAS OF NATIONAL NEED
AND IN OTHER EMPLOYMENT SECTORS**

During the FY2014-17 NRC and FLAS funding cycle, the University of Michigan and its Center for Southeast Asian Studies will extend a strong record of placing graduates and FLAS Fellowship recipients in positions in government service, education, business, and nonprofit sectors. We will continue to encourage government service in areas of national need, as defined by the US Department of Education, and in areas of need in education, business, and nonprofit sectors by:

- 1) giving priority to support of SEA priority LCTLs and strengthening U-M capacities in SEA studies in our NRC funding requests and award of FLAS Fellowships;
- 2) advising students and disseminating job announcements about careers in areas of need;
- 3) collaborating in career fora that features careers in SEA and/or U-M SEA alumni/ae who are currently working or who have pursued careers in such sectors;
- 4) collaborating with other UM units on events such as the annual International Opportunities Fair that include recruiters from government agencies and on other presentations on careers in areas of need;
- 5) continuing efforts to recruit Foreign Area Officers and to involve UM's Military Officer Education Programs (ROTC) in Center/SEAS activities by sending information about SEA priority LCTL and areas studies courses and public events; and
- 6) posting links to the US Department of Education's reports on "Consultations with Federal Agencies on Areas of National Need" on the Center's website and blog.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.


PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Project Representative
APPLICANT ORGANIZATION The Regents of the University of Michigan	DATE SUBMITTED 10/20/2014

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be

lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

CERTIFICATION REGARDING LOBBYING**Certification for Contracts, Grants, Loans, and Cooperative Agreements**

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
The Regents of the University of Michigan	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Stacey"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Althouse"/>	Suffix: <input type="text"/> * Title: <input type="text" value="Project Representative"/>
* SIGNATURE: <input type="text" value="Stacey Althouse"/>	* DATE: <input type="text" value="6/24/2014"/>

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
☒ Prime ☐ SubAwardee
 * Name: _____
 * Street 1: _____ Street 2: _____
 * City: _____ State: _____ Zip: _____
 Congressional District, if known: _____

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: _____	7. * Federal Program Name/Description: _____ CFDA Number, if applicable: _____
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____

10. a. Name and Address of Lobbying Registrant:
 Prefix: _____ * First Name: _____ Middle Name: _____
 * Last Name: _____ Suffix: _____
 * Street 1: _____ Street 2: _____
 * City: _____ State: _____ Zip: _____

b. Individual Performing Services (including address if different from No. 10a)
 Prefix: _____ * First Name: _____ Middle Name: _____
 * Last Name: _____ Suffix: _____
 * Street 1: _____ Street 2: _____
 * City: _____ State: _____ Zip: _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Completed on submission to Grants.gov Stacy Edwards
 * Name: Prefix: _____ * First Name: Stacy Middle Name: _____
 * Last Name: Edwards Suffix: _____

Title: Project Representative Telephone No.: _____ Date: Completed on submission to Grants.gov

Federal Use Only: _____

6/26/2014